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ABSTRACT

Guidelines to help school districts in Pennsylvania recognize potential hazards and develop a plan of community action are presented in this guidebook. The 1988 Emergency Management Services Code requires that every publicly funded state school have a disaster response plan that is exercised annually. Further, all publicly funded educational institutions and their transportation systems are to be available for emergency use. The objectives of this planning guide are to: (1) improve the safety of school facility users; (2) inform administrators of the legal requirements of the Code; (3) assist coordination among administrators and local and county emergency managers; (4) stimulate the development of an ongoing system for staff preparedness training and the evaluation of school emergency procedures (particularly district-wide emergency procedures); and (5) encourage the teaching of community safety systems as part of the curriculum. Individual sections provide information on the following topics: plan development; warning systems; floods; hazardous materials; emergency drills; emergency management organization; developing a district emergency plan; and hints for principals. Appendices include an extract of the Emergency Management Services Code, a suggested table of contents for an emergency operations plan (comprising two-thirds of this document, a sample plan, a sample county/private agency agreement, and state and local organizational charts. (LMI)

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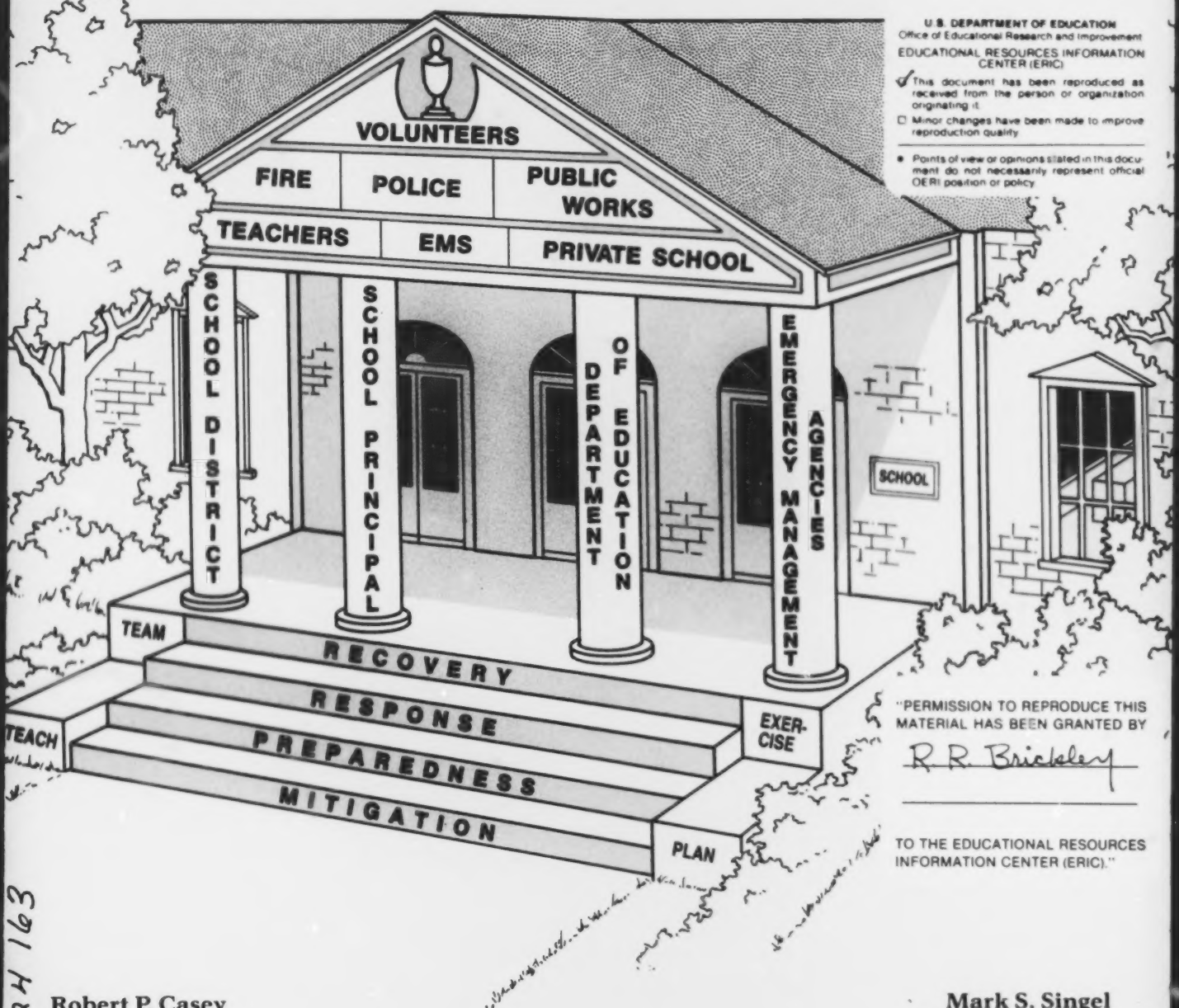
SCHOOL EMERGENCY PLANNING GUIDE



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Governor
Commonwealth of Pennsylvania

Mark S. Singel
Lieutenant Governor
and Chairman
Pennsylvania
Emergency Management Council

EA 024 H 163

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SCHOOL EMERGENCY PLANNING GUIDE

A cooperative project of the

Department of Education
Commonwealth of Pennsylvania

and

Emergency Management Agency
Commonwealth of Pennsylvania

Harrisburg, Pennsylvania
October 1990

COMMONWEALTH OF PENNSYLVANIA
OFFICE OF THE GOVERNOR
HARRISBURG

THE GOVERNOR

Dear Parents and School Administrators:

In Pennsylvania. we are all committed to improving the quality education we give our children. We are also deeply concerned about protecting their health and safety so they may use their skills and knowledge to make the most of themselves as adults. That is why we are dedicated to protecting our children from the hazards posed by today's society.

For years, fire was the major issue of school safety. But, because of the growth and complexity of our world, now we must include tornadoes, flooding and flash flooding, hazardous materials and other potential hazards.

We want you to be well-informed about how to deal with the potential dangers that confront you and your children -- at home, school, work and wherever people gather.

The Pennsylvania Emergency Management Agency (PEMA) works with all counties in the Commonwealth to identify potential hazards and to develop plans to minimize their effects and protect the health and safety of all Pennsylvanians. The Department of Education works with the Intermediate Units to require every school in Pennsylvania to have a comprehensive emergency plan.

This School Emergency Planning Guide was jointly developed by these agencies to help school districts recognize potential hazards and develop a plan of community action that will protect the health and safety of all our children.

We urge you to join with us in this important effort.

Robert P. Casey
Governor

Mark S. Singel
Lt. Governor
Chairman, Pennsylvania Emergency Management Council

Donald M. Carroll, Jr.
Secretary of Education

Joseph L. LaFleur
Director, Emergency Management Agency

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A major promotor and motivator of school safety legislative changes.

INTRODUCTION

On July 13, 1988, important legislation was enacted in Pennsylvania that affects every public-funded school within the Commonwealth. Senate Bill No. 1167 amended Title 35 (Health and Safety) of the Pennsylvania Consolidated Statutes. Commonly known as the Emergency Management Services Code (35 Pa. C.S. Section 7101 et seq.) as amended, this law now requires every public-funded school within the Commonwealth to have a disaster response plan, and to exercise that plan annually. Further, the Emergency Management Services Code authorizes the Governor to utilize all public-funded universities, colleges, and elementary and secondary schools for emergency planning and disaster exercise purposes, and to utilize such facilities as mass care centers in the event of an actual emergency evacuation. Finally, the recent amendment provides that school buses and transportation vehicles owned by universities, colleges, and school districts are to be made available to local, county, and state officials for emergency planning and exercise purposes, and to utilize such vehicles in the event of an emergency evacuation.

This amendment was developed at the request of Pennsylvania's educators. It is important to every Pennsylvanian in that it places a legal requirement on public-funded schools where, previously, there was only a moral responsibility to participate in emergency situations. A copy of this statutory authority is attached as Appendix 1.

In cooperation, the Pennsylvania Department of Education (PDE) and the Pennsylvania Emergency Management Agency (PEMA) have developed the **School Emergency Planning Guide** to assist Pennsylvania school administrators as these officials develop plans in each school district and in each school building within the Commonwealth.

The objectives of this **School Emergency Planning Guide** are to:

1. Improve the safety of students, teachers, and citizens who use school facilities.

2. Alert school administrators to the legal requirements of the Emergency Management Services Code.

3. Assist and guide such personnel into close coordination with local and county emergency managers as they develop their emergency plans for each school district and each school building.

4. Stimulate the development of an ongoing system for staff preparedness training, and the evaluation of school emergency procedures, particularly district-wide emergency warning procedures.

5. Encourage the teaching of community safety systems as part of the ongoing curriculum.

Throughout the **School Emergency Planning Guide** there are frequent references to teams and committees. In some instances, functions can be assigned to individuals without forming a committee or team. As long as assigned tasks can be properly completed, this approach in smaller districts may be the more feasible procedure. If your district needs help you may want to enlist parent-teacher organizations, local civic clubs, or volunteer agencies such as the Red Cross.

The existence of a well thought-out and documented emergency plan will provide a greater measure of safety for the children in the district's charge, provide greater confidence for parents that the children can be protected, and provide immeasurable relief to citizens of the community in terms of housing and feeding in the event of extreme disaster.

The following is a list of recommended major stepping stones in the development of a comprehensive emergency plan. This list is for planning purposes.

1. Local school board resolution.

2. Identify responsible person to coordinate emergency program development.

3. Seek out the most appropriate resources and expert help.

4. Develop the emergency operations plan.

5. Review plan with the county and local emergency management agency for coordination with police, fire and other local organizations.

6. Obtain the concurrence of the county emergency management coordinator to insure that the plan is in consonance with the county emergency operations plan.

7. Acquire local board approval of school emergency plan.

8. Apprise the community of plan particulars.

9. Develop emergency training curricula.

10. Instruct administrators, teachers, maintenance personnel and students in emergency preparedness.

11. Have practice drills as prescribed by the approved emergency plan.

12. Incorporate evaluation procedures to improve the efficiency of drills and warning systems.

An effective plan cannot be done for you. Each district is unique and should design a plan that works best for it. The **School Emergency Planning Guide** in no way exhausts the resources available to you. It is provided for your use in part or in its entirety. Your initiative is the final but critical ingredient.

Once your plan is developed, it is recommended that the plan be publicized to the school staff and students. Many schools have fire and police personnel visit yearly to discuss with the students safety and other emergency activities. It is strongly suggested that the county and/or local emergency management coordinator be incorporated into curriculum presentations concerning man-made and natural emergencies that may strike the school community. These presentations could tie-in to the publicizing of the school district's emergency response plan.

DEVELOPING A PLAN

Why do you need to develop a school plan? Because, on a continuing basis, a large number of people are in a confined area. They may not always be immediately mobile or aware of approaching danger. They may not be capable of making safety decisions on their own. Your job is to improve their margin of safety. The following agencies stand ready to assist you:

Pennsylvania Department of Education (PDE). The role of PDE in the development of school district plans is not direct, but one of assistance and review. Presently, PDE reviews district plans on a 5-year cycle. Emergency plans could be incorporated for review during this review cycle.

During disaster emergencies, PDE establishes direct contact with districts and maintains liaison with PEMA. Examples of emergency management activities involving school districts are the use of school buildings and transportation assets.

Pennsylvania Emergency Management Council and PEMA. The Council establishes the direction and emergency management policies for the Commonwealth. PEMA's role is to develop and carry out the procedures and functions to accomplish the Council's stated policies. The development of this planning guide is one example.

County and Local Emergency Management Agencies. These agencies are in the best position to assist school districts during the planning process and actual emergency situations. Responsible to the county commissioners, the county coordinator is in a position to request additional assistance from municipalities not affected by an emergency.

County and local coordinators are required by law to prepare and maintain emergency operations plans. The plan is normally based upon an analysis of the hazards that are likely to confront your local area. Prior to and during a disaster, the coordinator is responsible for organizing and coordinating all locally available manpower, materials, supplies, equipment, and services necessary for disaster emergency readiness, response, and recovery. To facilitate coordination, the coordinator will operate from an established emergency operations center (EOC) appropriately equipped and staffed to respond effectively to an emergency incident.

Some school districts fall within multiple county/township/ borough boundaries. When this occurs, maximum coordination in emergency planning is required. Through the use of the emergency management system, local elected officials carry out their statutory responsibility for coordination of multi-agency response to emergency situations.

HAZARD VULNERABILITY ANALYSIS

An important task to accomplish before developing an emergency operations plan is the identification of potential hazards, and the vulnerability of the school to such hazards. The process of so doing is known as the Hazard Vulnerability Analysis.

Each county emergency management coordinator has conducted a county hazard vulnerability analysis. That document is revised as required and is available for your use. It is suggested that the county hazard vulnerability analysis be reviewed prior to the initial development of a comprehensive plan.

More than one hazard may exist in one location and some hazards may be dependent on other hazards. For example, bulk storage tanks of gasoline or propane gas may be located adjacent to a railroad, and fumes from chemical tanks could blow miles in any direction. Other factors to consider are the density of population, the type of nearby structures, access to the area, drainage systems, etc. In brief, you should estimate **"what is the potential of a hazard becoming a disaster?"**

Consideration should be given to the consequences of a single occurrence as well as to the probability of such an occurrence. Frequency of occurrence may establish a priority. On the other hand, the potential severity of the incident may establish still another priority. The ramifications of a snow storm as opposed to a flood or a nuclear incident are obvious.

WARNING SYSTEMS

PEMA transmits information about hazardous situations to county emergency management coordinators. Counties are responsible for further transmission to the hospitals, nursing homes, and school districts. Communication with the school district may be direct, or through the Intermediate Unit.

Emergency Broadcast System (EBS). Each county emergency management agency has established links to one or more radio and TV stations that will make emergency information announcements. School plans should identify the specific frequencies that serve their area. **When the county activates the EBS, it does so by sounding the county-wide sirens.** The sounding of sirens means that radios/televisions should be turned to EBS stations as emergency announcements are imminent.

Perhaps the most immediate threat to schools are the many hazardous weather phenomena that occur within the geographic boundaries of the Commonwealth. Depending upon the severity of these weather phenomena, they could very well threaten the lives of students and cause severe damage to schools.

One of the best sources of information concerning the forecast of hazardous weather for superintendents and principals of schools is the National Oceanic and Atmospheric Administration (NOAA), National Weather Service, and its Weather Radio Network. The National Weather Service (NWS) is responsible for providing weather service to the entire nation. In order for school officials to be aware of the latest weather conditions and possible hazardous weather forecasts, the NWS provides continuous weather broadcasts on the NOAA Weather Network and issues the latest official weather information.

School officials are advised to purchase a radio that will receive such weather reports. Radios are available with a special "tone alert" feature that will activate whenever the NWS issues a weather watch or warning. Receivers for weather reports should be of the AC/DC type that will continue to be functional in the event of local power failure. These receivers cost less than $50.00 each.

There are twelve NOAA Weather Network transmitters located throughout the Commonwealth and their locations and frequencies are provided for your information:

Location	Frequency	Location	Frequency
Allentown	162.40 Mhz	Philadelphia	162.475 Mhz
Clearfield	162.55 Mhz	Pittsburgh	162.55 Mhz
Erie	162.40 Mhz	State College	162.475 Mhz
Harrisburg	162.55 Mhz	Wellsboro	162.475 Mhz
Johnstown	162.40 Mhz	Wilkes-Barre	162.55 Mhz
Mt. Pisgah	162.550 Mhz	Williamsport	162.40 Mhz

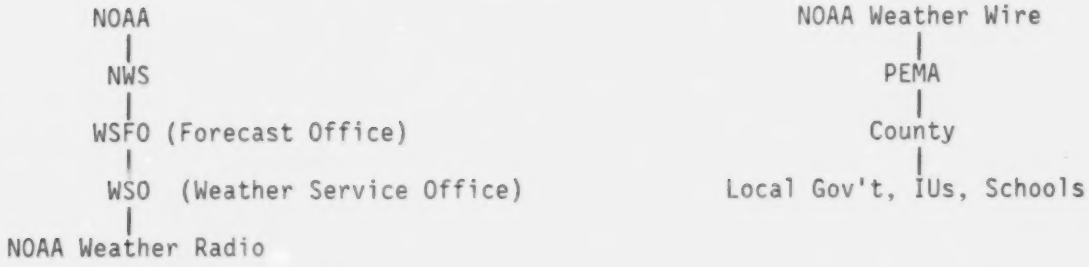
Immediate releases are prepared and issued for the following:

1. **Weather Watch** - issued to alert people that conditions are organizing that might cause some type of severe weather or flooding. This is used for planning and preparedness purposes and should not be confused with a weather warning.

2. **Weather Warning** - issued whenever severe weather or flooding is imminent or is occurring. Immediate steps should be taken to preserve the safety of all students and faculty.

3. **Statements** - issued at frequent intervals during emergency conditions to keep the public informed about the status of the emergency weather conditions.

Weather Data Flow Chart



In addition to telephones, battery powered radios, and weather radios, schools may consider the following communications systems:

Radio Amateur Communication Emergency Service (RACES)
(HAM Operators)

Citizen Band Radio (CB)

Telefax (FAX)

County or Local Government Radio

It is strongly suggested that a school emergency operations center (EOC) be designated. The communications facility will be an integral part of the EOC.

FLOOD

Many areas of Pennsylvania are subject to floods. Except for flash flooding, floods usually can be forecast with sufficient advance notice for emergency action to be taken before flood waters affect a specific area.

In those areas subject to serious flooding, school disaster plans should include a section on floods so that all pupils and other personnel in the school will be familiar with the warning and local evacuation plans. The following should be considered:

1. When a general area is affected, notice will be given over the state to county government warning system and by NWS. Local government is responsible for warning in the event of flash flooding. During periods of possible flooding, a radio watch should be maintained.

2. This is one of the few disaster conditions in which evacuation is recommended. Prepare to leave immediately if advised to evacuate.

3. In case there is an area which is known to flood, plans should be made in advance as to what actions are proper with regard to the following:

    a. Bus Safety

        (1) Routes to be taken.

        (2) Notification of parents in advance as to:

            (a) Adjusted bus routes.

            (b) Where children will be picked up and where children will be taken.

            (c) Procedures to eliminate or greatly reduce necessity of telephone calls.

        (3) Buses should have radio communications to school and/or bus headquarters.

        (4) Bus dispatch headquarters should have weather radio.

    b. Students Walking

        (1) Routes to be taken.

        (2) Supervision by school personnel.

4. As soon as information is received that an area is flooded, the following activities should be implemented:

   a. Bus drivers should be notified.

   b. Parents should be notified if that is part of the plan.

   c. Supervisory personnel should be assigned stations.

   d. Plans should be implemented for holding pupils after normal school hours or for early dismissal.

5. In case of sudden or flash flooding during the day or while the bus is on its trip, instruct bus drivers as to their responsibilities:

   a. In crossing a flooded bridge.

   b. In traveling through a flooded area.

   c. In caring for children who cannot be delivered to their homes.

   d. In notifying the school office of conditions.

In preparing for possible flooding, each school district should acquire a flood plain map from the appropriate local municipal office.

HAZARDOUS MATERIALS

The Superfund Amendments and Reauthorization Act of 1989 (SARA), Title III: Emergency Planning and Community Right to Know (SARA Title III, as it is called in the Commonwealth) is intended to encourage and support emergency planning efforts at the state and local level, and provide citizens and local agencies with information concerning potential chemical hazards in their communities. The Act establishes new federal initiatives under the Environmental Protection Agency (EPA) Administrator but does not preempt existing state or local laws. The major program elements of SARA Title III are:

1. Establish a state organization for planning emergency action and receiving hazardous chemical information.

2. Require community notification of emergency chemical releases.

3. Require facilities to report hazardous chemical inventories and supply Material Safety Data Sheets.

4. Provide for an annual inventory of hazardous chemical releases to the environment.

The Act requires most facilities that manufacture, use, or store hazardous chemicals to provide one or more reports to the community. The heart of SARA Title III is the planning requirement for facilities which have one or more EPA designated extremely hazardous substances on-site at anytime during the year in quantities above specified threshold planning quantity (TPQ). (For example, chlorine has a TPQ of 100 pounds.) Every school with a swimming pool is probably subject to the planning requirements of this Act. There are no exceptions to this planning requirement. Transporters are required to notify local emergency management agencies with respect to a release of the substance/chemical being transported.

Contact your emergency management agency to learn what chemicals near your school building may be hazardous to health if released and could cause your building to be evacuated. Every county has a Local Emergency Planning Committee (LEPC) which is responsible to ensure local planning for chemical facilities which have on-site quantities of extremely hazardous chemicals.

OTHER HAZARDS

Above Ground Storage Tanks - State law requires that owners of above ground storage tanks with a capacity in excess of 21,000 gallons develop spill prevention response plans in coordination with the county and municipal emergency management agencies. Schools should be aware of any such tanks that may effect their property.

Nuclear Radiation - There are licensed operators and users of radioactive materials in every county of the Commonwealth. Radioactive materials are being transported over our highways and railroads every day. There is always the potential threat of sabotage by hostile forces using nuclear materials. These activities warrant consideration by all officials responsible for public safety. As a minimum requirement school officials should have plans in place that provide guidance on the protective actions to be taken in the event of a radiological incident affecting the schools. Actions including in place shelter or evacuating to less vulnerable locations are similar to actions taken during other emergencies.

Tornadoes - The National Oceanic and Atmospheric Administration (NOAA) describes a tornado as a violent rotating column of air in contact with the ground. Condensation in the form of a cloud or surface dust and debris may make this column visible, its appearance often is the result of both. When a tornado touches the ground there usually is a ground affect seen even when the visible cloud portion is missing or fails to reach all the way to the ground. When the column of air is aloft and does not produce damage, the visible portion is properly called a funnel cloud. Tornadoes vary greatly in size, intensity, and appearance. Except for weak tornadoes and waterspouts in coastal areas, tornadoes usually develop from strong or severe thunderstorms. During the late stages of a tornado's life, it is not unusual for it to become highly tilted and shrink in size. This does not mean that it is less intense.

Most tornadoes are classified as weak and account for only about 3% of the deaths. Another 1/3 of all tornadoes are classified as strong and account for almost 30% of all deaths. Only a few are classified as violent, but these cause nearly 70% of all tornado fatalities.

Tornados travel at an average speed of 30 mph, but speeds ranging from stationary to 70 mph have been reported. While most move from the southwest to northeast, the direction of travel can be erratic and may change suddenly. While hail may or may not precede a tornado, the portion of a thunderstorm that produces large hail is often the area where strong to violent tornadoes are most likely to occur. While violent winds cause most tornado damage, the majority of injuries and deaths results from flying debris. Although mid-afternoon or early evening is prime time for tornadoes, they can occur at any time, often with little or no warning. As tornadoes occur during certain weather conditions, they tend to be seasonal, historically being concentrated in the months of June and July. The maximum threat of tornadoes, though difficult to project, may approach the level of threat to life and destruction of a 100 year flood.

More than 300 tornadoes have struck the Commonwealth since 1950. The worst tornadic episode to occur in recent Pennsylvania history occurred in May 1985, part of a severe storm system which devastated areas of eastern Ohio, Ontario, southwestern New York, as well as northwestern and northcentral Pennsylvania. Damage from 17 of these in 19 Pennsylvania counties exceeded $280 million. Some 65 persons were killed and more than 1,000 injured. Over 2,000 homes were damaged or destroyed.

On Thursday, November 16, 1989, a severe weather front struck south-central Pennsylvania with tornado force winds. The damage was extensive with downed trees, power outages, and wide spread roof damage to homes and businesses. In New Holland, Lancaster County, the roof was blown off the Garden Spot Junior High School while school was in session. The school principal explained that the school's communications system went dead minutes before it became apparent the roof was starting to release. School officials could not contact the teachers in the classrooms; however, the teachers acted in accordance with the school's disaster plan and moved the youngsters to safer locations. Despite the fact that tornado force winds tore two-thirds of the roof from the two-story school, no one was hurt.

According to the principal, the Garden Spot High School took part in the 1989 statewide "Weather Preparedness Week" exercise and, as a result, the staff and students knew what to do when the real thing happened on Thursday, November 16. That same day, the storm front blew out a glass and concrete-block wall at a school in New York State killing nine youngsters.

Like hurricanes, tornadoes appear to leave no part of the state invulnerable. They have been reported more frequently in the more populated areas of the state, doubtless because the higher concentrations of structures and persons in those areas increase the chances that when tornado activity occurs, the impact will be more severe.

While prediction and warning capabilities have improved over the years, and significant efforts in mitigation and emergency planning have helped to contain our vulnerability, the probability of death and destruction from such storms may not have changed much. The number and types of structures, their location, and our increasing dependence on electric power are some of the factors that may increase our vulnerability.

A special responsibility lies upon the shoulders of school administrators. In times of emergency, this responsibility is particularly heavy since those who are too young to help themselves must still be helped. The following suggestions from NOAA are offered to help reduce the threat to life. Pre-season and periodic in-season severe weather drills, as appropriate, should be held to ensure that staff and students know what to do when a tornado or severe thunderstorm approaches. When a tornado watch or warning is issued, spotters should be posted outside during school hours or at social or athletic events to provide timely advance warning and take-shelter instructions if danger appears imminent. Make sure someone monitors radio and television for additional severe weather information.

As many persons as possible should be sheltered in relatively safe areas such as passage tunnels under solid stands, in basements, bathrooms,and inner hallways. Gymnasiums and auditoriums with wide-span roofs are probably unsafe in such situations. School bus use or non-use procedures should be set up and drivers drilled to help passengers take cover in a shelter, ditch, or ravine if the bus should become caught in the open by a tornado. Institutions must be able to cope with the isolation that comes with severed power, communications, and supply lines.

A plan should be developed for internal dissemination of tornado and severe thunderstorm watches and warnings. Key personnel, and alternates, should be assigned to this task. Shelter areas must be selected and marked in the facility. Special alarm signals must be established with a secondary system being available in case of power failure.

Fire - Each year an unacceptable number of people are killed and injured by fires. Many of the injuries are extremely painful and have a lifelong effect on the victim. In addition, fire causes billions of dollars in property damage annually.

Children are especially vulnerable to injury and even death by fire, and their innate curiosity and lack of understanding of the danger of fire often make them party to the cause of destructive and debilitating fires, especially in their homes.

Early education about the dangers of fire and how children can protect themselves, should a fire occur, not only helps to assure the safety of our homes and families but, more importantly, provides children with a safety consciousness that will stay with them all through their lives.

Hurricanes - Hurricanes, traveling up the east coast from the Caribbean annually threaten Pennsylvania. Hurricanes Hazel, Diane, Agnes, and Eloise caused wide-spread, severe damage resulting in federal disaster declarations. Tropical Storm Agnes alone caused over $2 billion in damage in Pennsylvania, a national record until Hurricane Hugo struck in 1989. Hurricanes are frequently downgraded to tropical storms by the time they make their way to the Commonwealth; however, they are still capable of wind damage and severe flooding from heavy rains. On average, six major hurricanes develop each year in the Atlantic Ocean. Most occur from June through November.

EMERGENCY DRILLS

An emergency plan is not functional without "exercising" or conducting drills to ensure the feasibility of written procedures. The Emergency Management Services Code requires schools to conduct an annual emergency drill. PEMA, in coordination with the National Weather Service, county and local emergency managers and emergency broadcast system stations, conducts an annual severe weather exercise during the March-April time period. Participation in this annual weather exercise will provide the opportunity to evaluate your emergency plan as well as to accomplish the legal requirement.

To maintain the desired awareness level concerning the dangers of fire related disasters, school districts should encourage students to develop and conduct home fire drills. These drills could be an extension of publicizing the district's emergency response plan to parents and the general local community.

EMERGENCY MANAGEMENT ORGANIZATION

Each county in Pennsylvania has an emergency management coordinator who is appointed by the Governor after meeting certain criteria, but is selected by, and responsible to, the county Board of Commissioners. This coordinator has an office in the Court House, or in some other county building. Please refer to the county government section of your local telephone book for the telephone number of your county emergency management coordinator.

All 67 counties in the Commonwealth are assigned to one of three PEMA Areas. The PEMA Area Office serves as a conduit for county emergency managers to communicate with their State counterparts. The Area Office organization is as follows.

Eastern Emergency Management Area

Mailing Address: Eastern Area Director
Pennsylvania Emergency Management Agency
Hamburg Center
Hamburg, Pennsylvania 19526
Telephone: (215) 562-3003

The Eastern Area encompasses the following twenty (20) counties:

Berks	Columbia	Monroe	Schuylkill
Bradford	Delaware	Montgomery	Sullivan
Bucks	Lackawanna	Northampton	Susquehanna
Carbon	Lehigh	Philadelphia	Wayne
Chester	Luzerne	Pike	Wyoming

Central Emergency Management Area

Mailing Address: Central Area Director
Pennsylvania Emergency Management Agency
Box 88
Selinsgrove, Pennsylvania 17870
Telephone: (717) 374-2055

The Central Area encompasses the following twenty-three (23) counties:

Adams	Dauphin	Lebanon	Potter
Bedford	Franklin	Lycoming	Snyder
Blair	Fulton	Mifflin	Tioga
Centre	Huntingdon	Montour	Union
Clinton	Juniata	Northumberland	York
Cumberland	Lancaster	Perry	

Western Emergency Management Area

Mailing Address: Western Area Director
Pennsylvania Emergency Management Agency
Indiana University of Pennsylvania
Indiana, Pennsylvania 15705
Telephone: (412) 357-2990

The Western Area encompasses the following twenty-four (24) counties:

Allegheny	Clarion	Forest	Mercer
Armstrong	Clearfield	Greene	Somerset
Beaver	Crawford	Indiana	Venango
Butler	Elk	Jefferson	Warren
Cambria	Erie	Lawrence	Washington
Cameron	Fayette	McKean	Westmoreland

SCHOOL DISTRICT EMERGENCY PLAN

It is evident that some pre-planning is better than none at all. It is clear that comprehensive planning is necessary in order to avoid or lessen the impact of crisis situations. No matter how detailed a plan may be, it is almost impossible to anticipate every contingency or variable that may occur during hazardous times. There are some constants, however, that should be addressed in all emergencies. What follows surely does not exhaust the many considerations necessary in devising a plan designed to effectively cope with school emergencies, but it should serve as an adequate starting point.

Appendix 2 contains a sample school district emergency plan that has been developed by PEMA. In the development of your emergency plan, you may use the sample plan totally, selectively, or as a guide.

Please note that this plan is designed for use by a school district. After the development of such a district plan, each school building within the district should develop standard operating procedures (SOPs) that are consistent with the district plan and that provide detailed procedures that must be followed within each school building in the event of an emergency. You may not need to use all sections of the sample plan, or you may need to design additional sections.

A usable plan needs to identify potential dangers, action-giving authority, and location of assistance and resources, as well as what to do during a particular emergency, and what not to do.

The following is a checklist of considerations that every plan of action should address.

1. Authority to create a plan

    a. Local board resolution

    b. Superintendent's charge

2. Procedure - Emergency Planning Committee organized

    a. Chairperson

    b. Assistant, alternate, co-chairperson or vice-chairperson

    c. Secretary

3. Identify resources and coordinate design of plan with other community disaster plans. The plan should include:

a. Local and county emergency management coordinator, police department, fire department, health department and public works, media, others.

b. Concurrence signature from county emergency management coordinators that the plan is in concert with local and county emergency operations plans.

c. Warning systems

(1) Provide for recognizable alert and warning signals for tornado, severe weather, nuclear emergency and other hazardous events. Coordinate routing of alert signals to superintendent's office and each building principal's office.

(2) Warnings and alerts are planned in cooperation with local emergency agencies, police and fire departments (others). A tone activated receiver as described earlier in this planning guide can be utilized.

4. Evacuation routes and shelter areas

a. Fire

b. Tornado and/or hurricane

c. Flood

d. Hazardous material incident

e. Bomb threat

f. Nuclear incident

g. Other

h. Diagram of each building by floors, showing routes, exits, assembly areas and shelter areas (In plan and posted).

i. Assignments of duties and responsibilities for administrators and others.

5. Education, training and instruction

a. Administrators, faculty, other employees and students need:

(1) Education in personal and family survival

(2) Training in first aid

(3) Instruction concerning proper behavior and procedures during emergencies.

b. Custodians should have training and instruction in:

(1) Maintenance of fire fighting equipment

(2) Where to shut off dangerous utilities during emergencies

(3) How to reduce steam pressure quickly and safely

(4) Proper storage of flammable materials

(5) Good housekeeping in attics, basements and storage rooms

(6) Other

c. Parents should have

(1) Information concerning emergency plan

(2) Information on their roles during specific emergency situations

6. Drills

a. Fire, tornado, nuclear incidents, etc.

b. Regulations which require drills

c. Behavior during drills

7. Facilities

a. Regulations

(1) Panic bars on exits, daily check for operation

(2) Fire extinguisher

(a) Positioned by responsible authority

(b) Instruction on proper use

(c) Inspection

b. Sprinkler system, smoke alarms (regular inspection)

c. Back-up power system in case of power failure (in gymnasiums, shelter areas, auditoriums and halls used at night.)

d. Alarms or signals

(1) Evacuation (alert, warning, etc.)

(2) Drills

(3) Back-up

e. Special emergency equipment on bus

f. First-aid

(1) Kits

(2) Instruction

(3) Qualified personnel

g. Building inspections

(1) Fire

(2) Shelter site

(3) Prevention

(4) Other

8. Provisions for change in plan

a. Result of evaluation from "exercising" or actual experience

b. Recommendation of responsible agencies

9. Resource for:

a. Planning

b. Assistance in actual emergency situations

HINTS FOR SCHOOL PRINCIPALS

I. EVACUATION PLANNING

1. Be familiar with the _____ School District Emergency Operations Plan (EOP).

2. Assure preparation of school's Standard Operating Procedures (SOP), that it is reviewed and updated at least every 24 months, and that duties and responsibilities of staff, faculty and students are outlined therein. Make emergency operations assignments to your staff at the beginning of each year. Review the plan and assignments during in-service meetings.

3. Establish procedures in the school SOP for both "limited" and "general" evacuation.

4. School SOP should list procedures for clearing and securing buildings and affix individual staff/faculty responsibilities in this regard.

5. Establish procedures and be prepared for continued supply of medicines for students with special needs.

Keep parents informed on the contents of School District and the specific school SOPs. The yearly "back to school" night or parent teacher meetings present opportunities to accomplish this.

If this school is designated to be a "Host" school, room assignments should be planned in advance and published in the school SOP. A "Host" school will house students evacuated from another building, possibly in another district.

RECOMMENDED DUTIES/RESPONSIBILITIES FOR SUBORDINATES DURING EVACUATION TO A HOST SCHOOL (or other location)

1. Assistant Principals

   a. Assist the School Principal

   b. Supervise and report to school principal on:

      (1) Clearing and securing of building(s)

      (2) Shut-down of equipment, appliances, utilities, etc.

      (3) Accountability for students

   c. Coordinate supply of buses in case of evacuation to a host school.

2. Faculty Members

   a. Homeroom teachers take roll call and make an attendance roster. Provide duplicate copy to the Administration Office.

   b. A back-up teacher or staff member reports to each homeroom to assist homeroom teacher.

   c. Supervise movement to buses and loading in case of general evacuation.

   d. Supervise unloading and movement of students to assigned rooms in host school.

   e. Continue to provide for protection, safety and welfare of students until they are released to parents or guardians.

3. Custodians

   a. Establish building Access Control Points (ACP). Only school officials and persons on official school business will be allowed to enter.

   b. Search building to ensure it is completely vacated. Secure heating and cooling systems, and lock the building. Report status to the Assistant Principal.

4. School Nurse

   Evacuate needed medicines to the "Host School," and augment "Host School" aid station staff.

5. Administrative Assistant

   a. Secure appropriate records and attendance rosters.

   b. Evacuate administration office to Host School.

   c. Prepare to administer release of students to parents at that location.

   d. Follow procedures specified for release of students.

6. Cafeteria Personnel

   Shut down equipment and secure cafeteria.

7. Lab, Home Economics and Shop Faculty

   a. Shut down all equipment, appliances and machinery.

   b. Secure any hazardous materials present.

   c. Evacuate or assume other duties as instructed.

8. Students

   a. Report to homerooms.

   b. Follow instructions issued by the staff and faculty, remain calm, and assist in the maintenance of order. Curtail private conversation, to the extent possible, so that emergency instructions can be heard and understood by all.

   c. Assist mobility-impaired students.

II. RECOMMENDED DUTIES AND RESPONSIBILITIES DURING A FIRE SAFETY EVACUATION OF THE BUILDING

1. School Principal/Official in Charge

   a. Order, direct and supervise evacuation

   b. Instruct (secretary, receptionist, etc.) to notify the fire and police departments.

   c. Direct the sounding of the fire warning signal.

   d. Notify the School District Superintendent.

   e. Receive reports from fire marshals concerning the clearance and security of each area.

   f. Coordinate reentry with fire department officials.

   g. Prepare for and execute fire evacuation drills.

   h. Prepare and keep current assignments to special positions such as fire marshals and emergency response teams.

   i. Learn how to operate fire extinguishers and fire hoses.

   j. Ensure that mandated fire safety standards are maintained.

   k. Train school staff, faculty and students in fire evacuation procedures and responsibilities.

2. Fire Marshals

   a. Supervise evacuation of assigned area.

   b. Report clearance and security of assigned area to the principal.

   c. Close windows, air vents, and doors then proceed to the assembly area.

   d. Learn to operate fire extinguishers and fire hoses.

3. Assistant Principal/Head Teacher

   a. Post traffic controller at entrance road; clear entrance road for use by emergency vehicles.

   b. Assign teachers without a class in session to posts assisting teachers evacuating students.

   c. Assist principal/official in charge.

   d. Receive roll call reports from faculty in the assembly area. Account for missing students.

   e. Learn how to operate fire extinguishers and fire hoses.

4. Faculty

   a. Evacuate students by the prescribed route to the designated assembly area.

   b. Maintain an accurate attendance roster and take a roll call upon arrival at the assembly area.

   c. Close windows in case of evacuation. Students may assist.

   d. Maintain order and class integrity in the assembly area.

   e. Report any missing students to the assistant principal.

   f. Learn how to operate fire extinguishers and fire hoses.

   g. Shop teachers, in addition to the above, turn off all equipment and machinery.

   h. Home Economics teachers, in addition to the above, turn off all appliances.

i. Laboratory teachers, in addition to the above, secure all hazardous materials.

j. Teachers not conducting a class at the time of an evacuation/fire drill will be prepared for assignment to assist teachers with a class in session.

5. Students

a. Remain calm; do not run, push or try to pass others when exiting.

b. Remain quiet so that instructions can be heard.

c. Join the nearest line of students that are evacuating if not in a class, e.g., in a lavatory, in hallway enroute, playing hookey from class, etc. Upon arrival in the assembly area, report presence to the teacher in charge.

d. Assist in maintaining class integrity.

e. Follow school officials' instructions.

f. Assist mobility impaired students.

6. Custodians

a. Maintain the premises in a safe condition on a daily basis. Report any observed unsafe acts or conditions to school principal.

b. Turn off all heating and ventilation systems.

c. Be prepared to turn off energy supply systems such as gas, oil, and electricity.

d. Assist fire department in locating access points, routes to endangered areas, and locations of heating/cooling/ ventilation controls.

e. Learn how to operate fire extinguishers and hoses.

f. Evacuate to the assembly area if their lives or safety are threatened.

g. Man fire fighting post in case of fire.

7. School Nurse

   a. Supervise evacuation of students from the aid station in case of fire/fire drill.

   b. Upon arrival in the assembly area, take roll call and report students' names to the assistant principal.

8. Cafeteria Personnel

   a. Turn off all appliances.

   b. Official in charge: supervise evacuation, take roll call, and report status to the assistant principal.

   c. Learn how to operate fire extinguishers.

9. Administrative Personnel/Others

   a. Perform assigned fire response duties.

   b. Learn how to operate fire extinguishers.

III. TERRORIST ACTIONS - Protective/Preventive Actions Concerning Suspicious Packages, Suspected Bomb, or Intruders.

1. All personnel evacuate the building immediately. Follow the evacuation procedures delineated for "Fire Safety." Do not take any mitigating action other than evacuation.

2. Notify the principal, superintendent or person in charge.

3. Person in charge: Notify emergency services, i.e., fire, police, rescue, etc.

4. Adjust building evacuation routes so as to avoid the vicinity of any suspicious package, suspected bomb, hostage areas or other potentially dangerous locations.

5. Move students, faculty, and staff to an appropriate host facility, if necessary.

BOMB THREATS

1. Take the same actions listed in paragraphs 1 thru 5, above.

2. Record as much data on the caller as possible, and report it to the person in charge. (See attached sample Bomb Threat Report.)

3. Inspect general areas daily for suspicious containers.

4. Keep remote areas, such as under stairwells, free of trash, boxes, etc.

5. Keep storage rooms and closets locked, especially those close to entrance doors.

6. Observe suspicious persons and any persons on the premises who normally would not be expected to have school business to conduct.

Bomb Threat Report

I. Exact language used _____
_____
_____

II. Time of expected detonation _____

III. What building _____

IV. Speech characteristics

Accent	_____	Broken	_____
Loud	_____	Disguised	_____
Normal	_____	Sincere	_____
Slow	_____	Ethnic Distinction	
Rapid	_____		_____
Excited	_____		

V. Background noises

Aircraft	_____	Construction Equipment	_____
Trains	_____	Automobiles	_____
Tugboats	_____	Ships	_____
Waterfalls	_____	Animals	_____
Public Address System	_____		

VI. "Why have you done this?"_____
_____

VII. Caller

Male	_____	Adult	_____	Estimated Age	_____
Female	_____	Child	_____		

VIII. Person receiving the call _____

IX. Time and date call was received _____

X. Next action taken _____

Emergency Management Services Code
(35 Pa. C.S. Section 7101 et seq.), as amended
(Extract)

Chapter 77
Miscellaneous Provisions

Section 7701. Duties concerning disaster prevention.

(d) Schools. Public-funded universities, colleges, and elementary and secondary schools shall be made available to local, county and State officials for emergency planning and exercise purposes and actual service as mass care facilities in the event of an emergency evacuation.

(e) Vehicles. School bus and transportation vehicles owned or leased by universities, colleges and school districts shall be made available to local, county and State officials for emergency planning and exercise purposes and actual service in the event of an emergency evacuation.

(f) Disaster drills. Annually, as coordinated by the Pennsylvania Emergency Management Agency with local emergency management agencies, schools shall conduct at least one tornado or other disaster drill. All schools shall have disaster response plans.

(g) Plans. Every school district, in cooperation with the local Emergency Management Agency, shall develop and implement emergency preparedness plans.
(July 13, 1988, P.L. 501, No. 87, eff. imd.)

Public School Code of 1949
(Section 1517a.), as amended
(Extract)

Section 1517. Fire and Emergency Evacuation.

(a) In all public schools where fire escapes, appliances for the extinguishment of fires, or proper and sufficient exits in case of fire or panic, either or all, are required by law to be maintained, fire drills shall be periodically conducted not less than one a month, by the teacher or teachers in charge, under rules and regulations to be promulgated by the district superintendent under whose supervision such schools are. In such fire drills the pupils and teachers shall be instructed in, and made thoroughly familiar with the use of the fire escapes, appliances and exits. The drill shall include the actual use thereof, and the complete removal of the pupils and teachers, in an expeditious and orderly manner, by means of fire escapes and exits, from the building to a place of safety on the ground outside. (Subsection (a) amended January 14, 1970, Act No. 192 (1969), effective July 1, 1971.)

APPENDIX 2

SUGGESTED
TABLE OF CONTENTS
SCHOOL EMERGENCY OPERATIONS PLAN

1. As an aid in developing the school emergency operations plan, the following outline is suggested to assure the plan will be all inclusive for emergency planning by school principals.

2. All of the following annexes may not be required in a school EOP but are listed for information and guidance. More than one subject matter should not be incorporated into a single annex. This format meets the consistency requirements of federal and state law.

   Annex A - Direction and Control
   Annex B - Communications
   Annex C - Warning
   Annex D - Emergency Public Information
   Annex E - Radiological Emergency Response Procedures
   Annex F - Hazardous Materials
   Annex G - Dam Failure
   Annex H - Police Services
   Annex I - Fire and Rescue Services
   Annex J - Health and Medical Services
   Annex K - Mass Care
   Annex L - Evacuation
   Annex M - Transportation
   Annex N - Radiological Defense
   Annex O - Resource Management
   Annex P - Public Works and Engineering
   Annex Q - Damage Assessment
   Annex R - Agriculture
   Annex S - Education Services
   Annex T - Aviation (reserved)
   Annex U - Military Support (reserved)
   Annex V - Search and Rescue
   Annex W - Disaster Assistance
   Annex X - Attack Preparedness
   Annex Y - Repatriation (reserved)
   Annex Z - Records Management

3. Other matters which may be included in the above or separately as part of the school EOP are:

   Emergency Management (Annex A)
   Energy Shortages (Annexes O and M)
   Utility Emergencies (Annexes B and P)
   Serious Injury or Illness of Students, Staff, Faculty (Annex J)

APPENDIX 3

_____ SCHOOL DISTRICT
EMERGENCY OPERATIONS PLAN

_____ COUNTY

_____ SCHOOL DISTRICT

_____ STREET

_____, PA (ZIP)

TEL: ( ) _ _ _ - _ _ _ _

_____ 1990

PROMULGATION

RESOLUTION OF THE _____ SCHOOL DISTRICT BOARD OF EDUCATION

THIS PLAN IS ADOPTED AS THE _____ SCHOOL DISTRICT EMERGENCY OPERATIONS PLAN FOR ALL EMERGENCIES AND DISASTERS OCCURRING WITHIN THE SCHOOL DISTRICT. THIS PLAN IS DESIGNED TO COMPLY WITH ALL APPLICABLE FEDERAL AND STATE REGULATIONS AND PROVIDES THE POLICIES AND PROCEDURES TO BE FOLLOWED IN DEALING WITH EMERGENCY CONDITIONS.

THIS PLAN SUPERSEDES ALL PREVIOUSLY DEVELOPED EMERGENCY PLANS OF THE _____ SCHOOL DISTRICT.

ADOPTED THIS _____ DAY OF _____, 19 __

SCHOOL DISTRICT BOARD OF EDUCATION

_____
PRESIDENT

_____ _____
SUPERINTENDENT OF SCHOOLS SECRETARY

THIS PLAN HAS BEEN REVIEWED FOR CONSISTENCY WITH THE APPROPRIATE LOCAL AND COUNTY EMERGENCY OPERATIONS PLAN.

_____ _____
CONCURRENCE DATE CONCURRENCE DATE
COUNTY EMERGENCY MANAGEMENT AGENCY LOCAL EMERGENCY MANAGEMENT AGENCY

RESOLUTION # _____

RECORD OF CHANGES

Change Number	Date of Change	Date Entered	Change Made by (Signature)

_____ SCHOOL DISTRICT
EMERGENCY OPERATIONS PLAN

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SAMPLE FORMAT

_____ SCHOOL DISTRICT

EMERGENCY OPERATIONS PLAN (EOP)

1. PURPOSE

A. Protection

To provide for the protection of persons and property in _____ School District in the event of a natural or man-made emergency or disaster.

B. Procedures

1. To establish procedures for alerting the district staff and school principals.

2. To provide information and appropriate protective action instructions.

3. To provide for coordination and use of available school district resources during an emergency.

C. Roles and Responsibilities

1. To define the roles and responsibilities of school district officials and principals.

2. To define emergency functions and assign emergency duties.

D. Coordination

To assure coordination and cooperation with county efforts in accordance with the _____ County Emergency Operations Plan.

2. SITUATION

A. Summary of Natural Hazards

_____ School District is subject to the following natural hazards: floods, winter storms, hurricanes, tornadoes, wind storms, and _____.

B. Summary of Man-made Hazards

The district is also subject to the following man-made disasters: fires, hazardous materials accidents, acts of vandalism/terrorism, nuclear power plant incidents, enemy attack, and _____.

3. CONCEPT OF OPERATIONS

A. General

1. Functional Assignments

a. Emergency management functional assignments in this plan are based on the concept that they parallel day-to-day functions as closely as possible.

b. In an emergency, school officials will continue only those functions necessary to protect, in order, life, safety, and property.

B. Direction and Coordination

1. _____ School District

a. In the event an emergency should occur, the District Superintendent may implement this Emergency Operations Plan and take such other action as might be required to protect the interests of the School District.

b. The District Superintendent, by request of the Pennsylvania Department of Education, will consult with and serve as liaison between the public and private school systems, including basic and higher education institutions, concerning emergency response activities. Assistance will be provided the private school systems through implementation of the emergency management procedures outlined within the School Districts Emergency Operations Plan (EOP). For this purpose, private schools are defined to include such parochial schools, vo-tech schools and other private schools located within the _____ School District area.

c. Schools. All schools within the _____ School District shall be made available to State, county and local officials for emergency planning and exercise purposes and actual service as mass care facilities in the event of an emergency evacuation.

d. Transportation. Provision is made in district contracts that all school bus and transportation vehicles (owned or leased) of the _____ School District shall be made available to State, county and local officials for emergency planning and exercise purposes and actual service in the event of an emergency evacuation.

2. District Schools

a. Each school within the _____ School District, in cooperation with their municipal and county Emergency Management Agency, shall develop a plan, in consonance with this district plan, listing more specific procedures,

responsibilities, duties and precautions to be followed in event of natural or man-made disasters or emergencies.

b. School principals will implement their plan in event of any local emergency or disaster that may endanger students, faculty, staff, and premises.

3. _____ County

The County Commissioners will exercise coordination and control of the response to any county-wide emergency through their executive organization, the _____ County Emergency Management Agency (EMA).

4. Pennsylvania Emergency Management Agency (PEMA)

The Pennsylvania Emergency Management Agency, in consultation with the Department of Education, will coordinate decisions relative to school operations during major emergencies and disasters affecting two or more counties within the Commonwealth. Emergency Management Services Code, as amended.

C. Succession of Authority

1. _____ School District

a. Succession of authority in _____ School District, in order of sequence is:

(1) District Superintendent
(2) _____
(3) _____

2. Schools

a. Each school within the district will establish a succession of authority in order of sequence and provide that information to this school district.

D. Emergency Conditions

1. Emergency operations will be conducted under two emergency conditions as follows:

a. Limited Emergency

A situation wherein a potential hazard has reached a dangerous level and could affect safety within _____ School District and its schools.

b. Full Emergency

A situation wherein the potential hazard has increased to exceed the public safety level deemed acceptable by school officials.

c. Exception

The two emergency conditions listed above will not apply to school districts located within the 10-mile radius of nuclear power plants. See Annex E.

E. Types of Protective Actions

1. Sheltering (Take Cover)

Action by a specific school to take advantage of the inherent protection against violent winds, hazardous material accidents, and/or radiation exposure afforded by remaining indoors, away from doors and windows, in basements, or in reinforced protective shelters during the danger period.

2. Evacuation

a. Limited - By specific school in response to a local emergency such as a fire, flood, etc.

b. General - By school district, i.e., the entire school population (students, faculty and staff) within the school district.

3. Modified Operations - Actions taken to not open schools, delay opening of schools, effect early dismissal, delay closing of schools, take cover and release students to parents/guardians, as follows:

a. Delayed Opening, Early Dismissal, Delayed Closing, and Cancellation of Classes

(1) See Annex S.

b. Sheltering (Take Cover)

(1) See Annex K and paragraph 3.E.1, basic plan.

c. Release of Students to Parents/Guardians

(1) See Annex B, Appendix 3.

F. Policy Guidelines

1. _____ School District

a. Advisement

The District Superintendent will provide for communication and advisement to the School Board President.

b. Update of Plans and Training

The District Superintendent will provide for at least a biennial review and updating of this Plan, and for prescribed training of staff and faculty.

c. Succession of Authority

Actions and responsibilities of staff and faculty will be carried out under the prescribed administrative chain of authority. See Concept of Operations, Paragraph 3.C.1 and 3.C.2, and the respective school plan for succession of authority.

d. Interagency Actions

Actions by the staff and faculty of the School District will be coordinated with other agencies that are affected by the emergency.

e. Supplies, Equipment, and Facilities

(1) School District supplies, equipment and facilities will be used for the welfare of students and staff. To the degree possible, a record will be maintained for accountability after the emergency has terminated.

(2) Responsibility for School District supplies, equipment and facilities shall not be relinquished unless appropriately authorized either by affirmative action by the Board of School Directors or by official direction of higher authority in accordance with provisions of this Emergency Operations Plan.

f. Official in Charge

One or more of the persons listed (see Succession of Authority, para. 3.C.1) will generally be present for duty when classes are in session.

2. District Schools

a. Primary Responsibility

The primary responsibility of the Principal is to provide for the protection, safety, and welfare of their students.

b. Drills and Exercises

Provide prescribed training of staff and faculty on emergency plans, procedures, and duties; orientation of students on emergency procedures and responsibilities; and periodic safety drills in accordance with approved rules and regulations and as set forth in the specific school EOP.

c. Accountability for Students

In case of an evacuation, each student group (e.g., home room class) will be accompanied by school officials (e.g., home room teacher, classroom teacher, or member of the staff).

d. Special Requirements

Provide for the special support of students having physical or other limitations.

e. Official in Charge

One or more of the persons listed (see Succession of Authority, para. 3.C.2) will generally be present for duty when classes are in session.

f. Applicability

All policy guidelines of _____ School District (see para. 3.F.1) also apply to district schools.

4. ORGANIZATION AND RESPONSIBILITIES

A. Organization

1. Emergency Situations

In emergency situations, the day-to-day organization of _____ School District will serve as the basis for operations.

2. Day-to-Day Duties

Emergency duties assigned herein parallel or complement day-to-day duties.

B. Responsibilities

1. Limited Emergency

a. District Superintendent

(1) Receives notification from within the school district of an incident, or

(2) Receives notification, from _____ County, verifies notification with _____ County EMA.

(3) Reviews situation and determines course of action to be taken.

(4) Ensures that "risk" schools, "host" schools, and Intermediate Unit # ___ are notified.

(5) Briefs district staff on situation and course of action to be taken.

(6) Establishes communications with _____ County EMA and district schools. Amateur Radio Emergency Service/Radio Amateur Civil Emergency Service (ARES/RACES) establishes supplementary communications.

(7) Monitors Emergency Broadcast System station _____.

b. Transportation Manager

(1) Ascertains availability of buses and drivers.

(2) Reviews traffic control points requirements for school entrance and exit roads. Notifies local police of situation and assistance needed.

c. Business Manager

Reviews procedures for recording overtime work hours, accounting for emergency expenditure of supplies, and reports.

d. Food Service Director

Notifies cafeteria personnel on the situation. Coordinates special needs with food suppliers.

e. School Principal

(1) Reviews emergency plans, notifies staff and faculty, and briefs them on course of action to be taken.

(2) Reviews procedures for limited evacuation, and general evacuation.

(3) Reviews procedures for clearing and securing buildings.

(4) Reviews procedures and prepares for continued supply of medicines for students with special needs.

2. Full Emergency

a. District Superintendent

(1) Determines need to escalate preparedness to Full Emergency condition when responses to the emergency are locally controlled.

(2) Notifies school principals, Director of Intermediate Unit # ____, and chairperson of school board, in that order.

(3) Notifies "Host" school superintendent/principal in case general evacuation becomes necessary.

(4) Maintains communications with _____ County EMA.

(5) Advises _____ County on status of operations.

b. Transportation Manager

(1) Notifies bus suppliers to move buses to schools in preparation for evacuation.

(2) Establishes Traffic Control Points (TCPs) at school entrance and exit roads. Notifies local police, requests assistance needed.

(3) Issues evacuation route strip map to each bus driver, and staff and faculty members evacuating by private vehicle.

c. Business Manager

Records overtime work hours, prepares to purchase any emergency supplies needed, and maintains a record of expenditures.

d. School Principal

(1) Receives notification, briefs school staff and faculty.

(2) Directs protective action deemed appropriate in case of sudden occurrences such as tornadoes, fires, etc.

(3) Reports limited or general evacuation to the District Superintendent, as appropriate.

(4) Initiates bus convoy to Host School, if appropriate. Reports arrival to parent District Superintendent.

(5) Reports status to parent and host District Superintendents when all evacuated students have been released to parents or guardians.

(6) Releases homeroom and back-up teachers when all in their student group have been released to parents.

(7) Specifies in the school EOP the responsibilities delegated to the following members:

Assistant Principals
Faculty Members
School Nurses
Administrative Assistants

Custodians
Cafeteria Personnel
Lab, Home Economics and Shop Faculty Members
Students

5. ADMINISTRATION AND LOGISTICS

A. Administration

1. (Risk) School District

a. Records of expenditures and obligations will be recorded by the District Business Manager.

b. Schools submit records of expenditures and obligations to the District Business Manager.

2. (Host) School District

Submits records of expenditures and obligations incurred as a result of the evacuation to the Business Manager, (Host) School District.

3. Parents

Parents should be informed on the contents of this plan (See Annex B) as well as the specific school EOP.

B. Logistics

1. Agreements and Understandings

a. School districts are responsible for development of reciprocal agreements with other school districts for provision of "Host" facilities, and understandings with commercial firms for the provision of emergency supplies.

b. Should a school district's resources prove to be inadequate for an emergency operation, their unmet needs should be provided through an agreement with a neighboring school district.

2. Unmet Needs

a. During an emergency, in which all local school district resources have been expended, unmet needs will be reported to _____ County EMA.

b. Unmet needs determined during the planning phase should be reported by the school district to the county EMA so that they may be provided for in the county plan.

6. AUTHORITY AND REFERENCES

A. Authority

1. Pennsylvania School Code (71 Pa. C.S.A. Section 1518).

2. Pennsylvania Emergency Management Services Code (35 Pa. C.S. Sections 7101-7707), as amended, and specifically Sections 7701(d), (e), (f) and (g).

3. Pennsylvania Code, Title 34, Chapters 49, 50 and 54, Fire and Panic Regulations, Department of Labor and Industry, March 1987.

B. References

1. The Commonwealth of Pennsylvania Emergency Operations Plan (EOP), Pennsylvania Emergency Management Agency.

2. Pennsylvania Department of Education, School Emergency Planning Guide.

3. The County of _____ Emergency Operations Plan (EOP), 198_, _____ County Emergency Management Agency.

4. "Hazards Vulnerability Analysis," _____ County, _____, Pa., _____ 198_.

5. National Fire Protection Association, Learn Not to Burn, 470 Atlantic Avenue, Boston, MA 02210, 1979.

6. _____ (local) Emergency Operations Plan, 198__.

7. DEFINITIONS OF TERMS

A. Access Control Points (ACP) - Manned posts established primarily by school officials or municipal police, established around the perimeter of the school or on roads leading into it when it is evacuated or occupants are taking cover.

B. Amateur Radio Emergency Services (ARES) - An Amateur Radio Relay League (ARRL) sponsored organization used to provide emergency communications outside the provisions of RACES.

C. Emergency Broadcast System (EBS) Announcements - Official announcements made at the county level for the specific purpose of providing information, instructions or directions from the County Commissioners, or their designated official representative, to the permanent and transient residents of the county. Announcements are made over the legally designated EBS network. EBS announcements at the State levels are made only when they are applicable statewide. Priorities for EBS announcements are specified in law; first priority to the Federal government, second priority to county governments, and third priority to State governments. Restriction on use of EBS announcements does not preclude appropriate use of newspapers, radio and television for public information statements.

D. Emergency Management - The judicious planning, assignment and coordination of all available resources in an integrated program of prevention, mitigation, preparedness, response and recovery for emergencies of all kind, man-made, natural sources or enemy attack.

E. Host Schools - Fixed facility suitable for providing emergency lodging of students that have been evacuated from their regular school.

F. Public Information Statements - Public announcements made by school district or county official spokespersons via newspapers, radio or television to explain government actions being taken to protect the public in the event of any public emergency. The purpose of the announcement is to provide accurate information, prevent panic and counteract misinformation and rumors. Reference to the emergency situation itself will be made only in the context of the reasons for governmental actions, and not to provide detailed information about it.

G. Radio Amateur Civil Emergency Service (RACES) - An organization of licensed amateur radio operators that serves the Emergency Management Agency during emergencies.

H. Radiological Emergency Response Procedures (RERP) - Detailed incident response procedures developed by the State and its agencies and county emergency management agencies in coordination with PEMA and the nuclear power plants. There are five of these plants within Pennsylvania.

I. Risk School - Those schools located within an endangered area wherein continued habitation may result in loss of life or injury.

J. Sheltering - The act of using existing structures as a means for protection. Examples are: move to hallways, subterranean areas, or windowless areas; and huddle under desks and tables.

K. Traffic Control Points (TCP) - Manned posts established at critical road junctions along evacuation routes for the purpose of controlling or limiting traffic. TCPs are also used to control evacuation movement when an emergency situation requires it.

L. Unmet Needs - Capabilities and/or resources required to support emergency operations but neither available nor provided for at the respective school district or school.

8. TRAINING AND EXERCISES

A. Training

1. Annual training sessions on the emergency operations plan, duties, and related procedures will be conducted for:

a. School District staff
b. School staffs and faculty

c. _____
d. _____

2. Fire safety training as outlined in _____.

B. Exercises and Disaster Drills

1. The _____ School District participates in exercises as follows:

a. National Weather Service (NWS) sponsored exercises.

b. Pennsylvania Emergency Management Agency and _____ County EMA sponsored exercises

c. Fire evacuation drills.

d. Every school in coordination with their county Emergency Management Agency, shall conduct at least one disaster type drill annually.

9. PLAN DEVELOPMENT, MAINTENANCE AND DISTRIBUTION

A. Pennsylvania Department of Education has overall responsibility for the enforcement role of school district planning, preparation and execution of plans concerning emergency operations.

B. School principals will coordinate the development and maintenance of the schools emergency operations plan. The plan will be updated as necessary and reviewed at least annually.

C. This EOP will be executed upon order of the School District Superintendant or his authorized representative. Specific school EOPs will be ordered executed by the school principal or his authorized representative, who in turn will notify the School District Superintendant of his/her actions.

D. Basic distribution of the _____ School District Emergency Operations Plan is one copy, except as noted.

1. President, _____ School Board

2. Office of the Superintendent

3. District Staff

4. School Principals, Public and Private

5. Intermediate Unit # ___

6. _____ County Emergency Management Coordinator

7. Superintendent, (Host) _____ School District

8. Local Municipalities

9. Pennsylvania Emergency Management Agency, for RERP district (5 copies). (RERP district refers to a school district wherein all or part of the district is located within the 10-mile radius around a nuclear power plant, district students attend a school within the 10-mile radius or students living within the 10-mile radius attend district schools located outside the 10-mile radius.)

E. Additional copies of this plan can be obtained by writing to Business Manager, _____ School District, _____ Street, _____, Pennsylvania, 17___. Costs of printing and mailing may be passed on to the requestor.

ENCLOSURE:

1. School District Map

ANNEXES:

A. Direction and Control
B. Communications
C. Warning
D. Public Information
E. Radiological Emergency Response Procedures
F. Hazardous Materials
G. Dam Failure
H. Police Services
I. Fire and Rescue Services
J. Health and Medical Services
K. Mass Care
L. Evacuation
M. Transportation
N. Radiological Defense
O. Resource Management
P. Public Works/Engineering Services
Q. Damage Assessment and Reporting
R. Agriculture
S. Education Services
T. Reserved
U. Reserved
V. Search and Rescue
W. Disaster Assistance
X. Attack Preparedness
Y. Reserved
Z. Records Management

ENCLOSURE 1

SCHOOL DISTRICT MAP

(Include a map depicting locations of the school district office(s) and district schools. A sketch may be substituted.)

ANNEX A

DIRECTION AND CONTROL

1. PURPOSE

   A. To establish policies and procedures for direction and control of emergency operations within the _____ School District.

   B. To explain how the _____ School District provides direction and control during emergency operations and continuity of operations in response to emergency situations.

2. SITUATION

   A. The _____ School District is subject to the following natural hazards: floods, winter storms, tornadoes, wind storms, hurricanes, and earthquakes.

   B. The District is also subject to the following man-made disasters: fires, hazardous materials accidents, acts of vandalism/terrorism, nuclear power plant incidents, accidental missile launch, and possibly enemy attack.

   C. The direction and control activities outlined in this annex are generally applicable to all emergency situations and will provide adequate direction and control of emergency operations.

3. CONCEPT OF OPERATIONS

   A. General

      1. Notification of a local disaster (e.g., fire at individual school) will be telephoned to the School District Superintendent's office by the School Principal. In turn, the District Superintendent notifies the county EMA.

      2. Notification of municipal emergency forces (fire, police, and rescue) is prescribed in the appropriate annexes to this plan.

   B. Responsibility and Coordination

      1. Responsibility for emergency management in school districts rests with the District Superintendents and School Principals.

      2. All direction and control activities will be coordinated through the District Superintendent. This will provide for the most efficient response to every potential emergency. Coordination of activities will ensure that all tasks are accomplished with little or no duplication.

   C. Authentication

Upon notification of an emergency by the county EMA, the Superintendent or secretary/administrative assistant will authenticate the emergency message by telephoning the _____ County EMA. Telephone: _____ or _____.

4. ORGANIZATION AND RESPONSIBILITIES

A. Duties and responsibilities for school principals and personnel are:

1. Be familiar with the _____ School District Emergency Operations Plan (EOP).

2. Assure preparation of school EOPs, that they are reviewed and updated at least every 24 months, and that duties and responsibilities of staff, faculty and students are outlined therein.

3. Establish procedures in the school EOP for both "limited" and "general" evacuation.

4. School EOP should list procedures for clearing and securing buildings and affix individual staff/faculty responsibilities in this regard.

5. Establish procedures and be prepared for continued supply of medicines for students with special needs.

6. Keep parents informed on the contents of School District and the specific school EOP.

7. If school is designated to be a "Host" school, room assignments should be planned in advance and published in the school EOP.

B. Recommended duties and responsibilities for personnel subordinate to school principals are contained in "Hints for School Principals" and listed on page 10 of the School Planning Guide.

5. ADMINISTRATION AND LOGISTICS

A. Administration

1. 35 Pa. C.S. requires that every public-funded school within Pennsylvania develop and maintain an Emergency Operations Plan and exercise that plan annually.

2. Procedures to initiate the alert and notification system within the school district are as listed in Annex B (Communications) of this EOP.

3. Notification Cascade

a. A notification cascade chart is at Appendix 1 to Annex B.

b. The telephone directory supporting the notification cascade chart is at Appendix 2 to Annex B.

B. Logistics - Not used.

ANNEX B

COMMUNICATIONS

1. PURPOSE

To describe the communications systems and capabilities that are available for emergency operations in the school district and to provide for the establishment and maintenance of the communications in use.

2. SITUATION

A. Sufficient communications equipment capability is available to provide services needed in the school district in most emergencies. ARES/RACES operators should be designated to support the communications system as required during emergencies.

3. CONCEPT OF OPERATION

A. General

1. The commercial telephone is the primary means of notification and communications within the school district.

2. Citizens Band (CB) radio is a supplemental means of notification and communications. Assistance in this area should be requested from the County EMA.

3. The school fire alarm system should be used only in case of a fire drill or actual fire warning. Other uses of the fire alarm system could be made for clearing the building.

B. Notification

1. A notification cascade chart is at Appendix 1. (This is only an example and should be tailored to the needs and organization of individual school districts.)

2. The telephone directory supporting the notification cascade chart is at Appendix 2. (This directory should be tailored to the needs of the individual school district.)

3. The telephone directory will be updated by the District Office Secretary/Administrative Assistant on a quarterly basis.

4. If telephone service is interrupted, the alternate (redundant) systems should be used. Also see sample letter to parents.

4. ORGANIZATION AND RESPONSIBILITIES

A. Organization

1. In emergency situations, the day-to-day organization of _____ School District will serve as the basis for operations.

2. Emergency duties assigned should parallel or complement the day-to-day duties of school district personnel.

B. Responsibilities

1. Assigned responsibilities for both Limited and Full Emergency are outliend in paragraph 4.B., Basic Plan.

5. ADMINISTRATION AND LOGISTICS - Not Used.

APPENDICES:

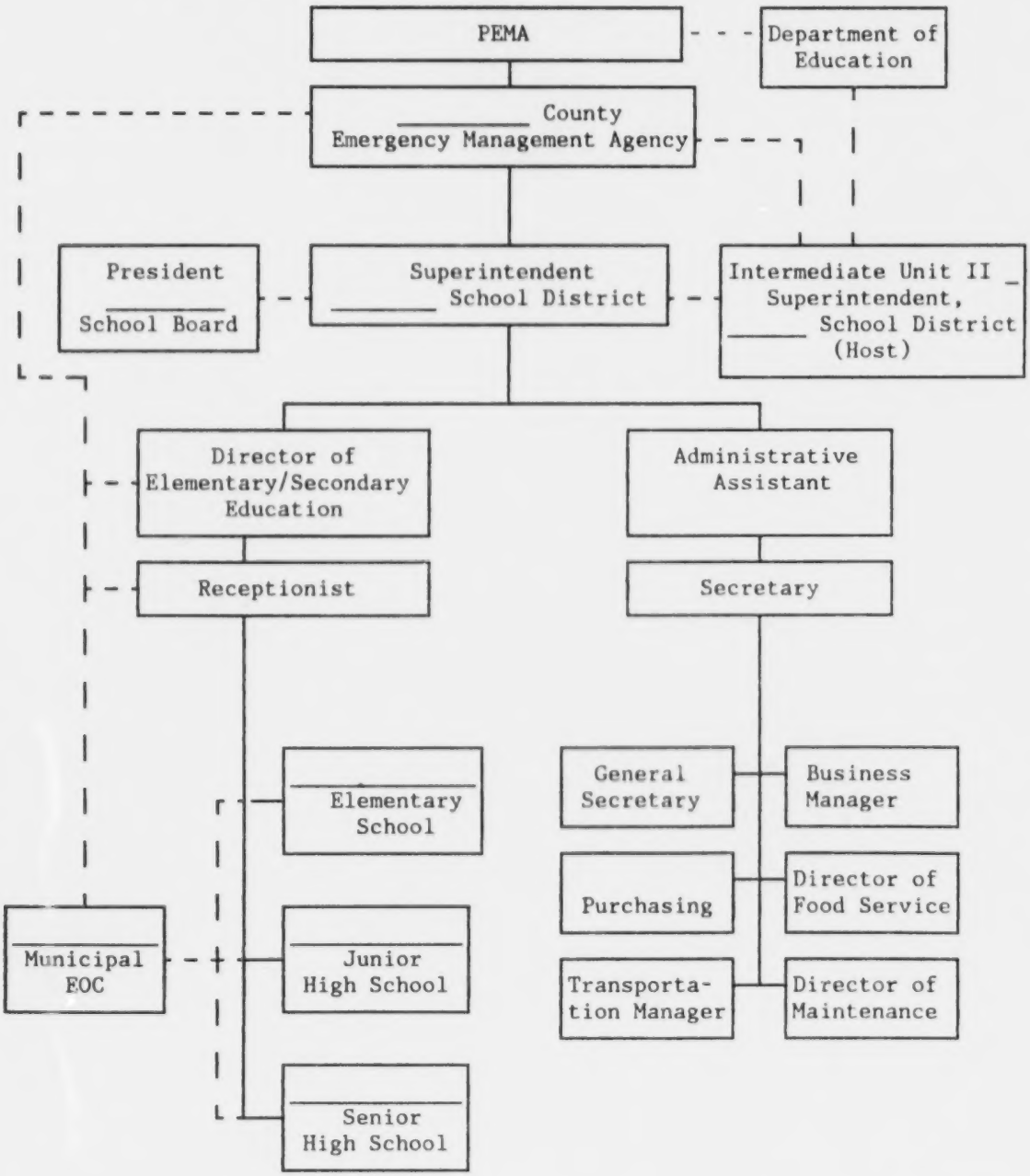
1. Notification Cascade
2. Emergency Telephone Directory
3. Communications with Parents

(Example)

APPENDIX 1

NOTIFICATION CASCADE

_____ SCHOOL DISTRICT



NOTIFICATION CHANNELS

———— Information and Direction

- - - - - - - - Information and Coordination

(Example)

APPENDIX 2

EMERGENCY TELEPHONE DIRECTORY

_____ SCHOOL DISTRICT

1. President, _____ School Board — H: O:

2. Superintendent _____ School District (Host School District) — H: O:

3. Superintendent _____ School District (Risk School District) — H: O:

4. _____ School District Staff

   a. Assistant Superintendent — H: O:

   b. Director of Elementary Education — H: O:

   c. Director of Secondary Education — H: O:

   d. Administrative Assistant — H: O:

   e. Secretary — H: O:

   f. Receptionist — H: O:

   g. Business Manager — H: O:

   h. Director of Food Service — H: O:

   i. Director of Maintenance — H: O:

   j. Transportation Manager — H: O:

   k. Purchasing Manager — H: O:

   l. General Secretary — H: O:

   m. _____ — H: O:

5. School Principals

a. _____ High School H:
O:

b. _____ Junior High School H:
O:

c. _____ Elementary School H:
O:

d. _____

e. _____

6. Coordinating Agencies

a. _____ County Emergency Management Agency H:
O:

b. _____ Intermediate Unit # ___ H:
O:

c. _____ Borough EMA H:
O:

d. _____ Township EMA H:
O:

e. _____ City EMA H:
O:

f. _____ H:
O:

g. _____ H:
O:

7. Support Agencies

a. _____ School Bus Service H:
O:

b. _____ Transportation Authority H:
O:

c. _____ Catering Service H:
O:

d. _____ H:
O:

APPENDIX 3

ANNEX B

COMMUNICATIONS WITH PARENTS

6. PURPOSE

To provide a sample letter for use in informing parents and guardians on the _____ School District Emergency Operations Plan.

Dear Parent or Guardian:

The purpose of this letter is to assure you of our concern for the safety and welfare of all students in the _____ School District. The District's emergency plan provides for response actions to be taken in all types of emergencies; therefore, several types of protective responses are planned as follows:

Condition	Response
- Building Evacuation	Evacuation to a safe area on the school grounds in case of a fire.
- Delayed Opening, Cancellation of Classes, Early or Delayed Release of Students.	These actions are normally taken in case of a winter storm. Cancellation of classes may be necessary in case of disruption of public utility services.
- In-Place Sheltering	Sudden occurrences such as tornadoes and hazardous material accidents may dictate taking cover in place as the best immediate response.
- Evacuation	Total evacuation may become necessary if the school is in an endangered area. Hazardous material accidents, major floods, etc. are examples.

Additionally, if your residence should be in an endangered area, and the school is not, your children will be cared for in their regular school until the danger has passed, or you or a person you authorize come to the school to regain custody. If a total evacuation becomes necessary, your children will be bussed to the host school shown on the attached sketch map. That school is/may be designated by the _____ County Emergency Management Agency as the reception center to which the general public evacuates should the latter also be necessary. In either case, you will be kept informed on the location where you can regain custody of your children through local radio and television announcements.

Parents or others authorized to pick up a student will be required to provide identification at the pick-up point, and sign a release register prior to release of a student to their custody. Identification may consist of a driver's license, social security card, voter registration card, etc. Please complete and return the attached form by identifying those persons whom you authorize to take custody of our children during an emergency.

In the event your child (children) has a personal means of transportation (auto or motorcycle) at school during a declared emergency and ordered evacuation, your consent is also required before the student (child) will be released and authorized to evacuate in his/her own mode of transportation. This consent must also be so indicated on the attached form.

I specifically urge that you not telephone schools, or attempt to make different arrangements. That will only create confusion, and divert staff and faculty members from their assigned emergency duties.

In the event telephone service is lost, mass media will be used to communicate status, procedures and future considerations. Loss of mass media communications could necessitate the use of route alerting and/or neighborhood communications network.

Emergency conditions may also require that an individual school, or even the entire school district will have to close for a period of time. In that event, students may be required to complete daily classroom assignments while at home or another living arrangement. You will be informed on this requirement through newspapers, and radio and TV stations. In addition, you will be informed on the method by which daily class assignments are delivered and completed assignments are returned to the teachers.

In order to ensure the safety of the children of our District and ensure the continuity of their education, I urgently request the cooperation of all parents.

Sincerely,

_____

Superintendent of Schools

Enclosure

STUDENT PICK-UP AUTHORIZATION

I _____ (name) authorize _____ School District to release my below listed children to the persons designated in consonance with the _____ School District Emergency Operations Plan.

Children	Designated Custodians
_____	_____
_____	_____
_____ (Name, Relationship)	_____ (Name, Relationship)

_____ (Signature, Date)

_____ (Name)

_____

_____ (Address, Tel. No.)

In the event my child (children) has a personal mode of transportation at the school when an evacuation is ordered, I authorize him/her to use the personal mode of transportation for evacuation travel purposes and to transport other immediate family members also, if feasible.

_____ (Signature - Date)

_____ (Name of Parent/Guardian)

Notes: Parents and guardians should designate themselves as designated custodians. Friends, neighbors and other relatives may be so designated. Please type or print neatly in the appropriate spaces.

Enclosure 1

ANNEX C

WARNING

1. PURPOSE

To prescribe procedures for promptly warning staff, faculty and students of an impending, imminent or potential danger.

2. SITUATION

Sufficient warning equipment and capabilities are available to provide the warning necessary for most any emergencies. In severe emergencies, augmentation may be required. See Appendix 1.

3. CONCEPT OF OPERATIONS

A. General

1. The commercial telephone is the primary means of warning for the school districts. Telephone may be supplemented by CB radio.

2. The school district fire alarm system will be used only in case of an authorized fire drill or actual fire warning. Other uses of the fire alarm system are forbidden.

B. Specific Warning Procedures

1. Warnings will be disseminated by the County Emergency Management Agency. It is also responsible for sounding the appropriate signal on public warning systems. (See Appendix 1.)

2. Primary responsibility for warning staff, faculty, and students of impending, imminent or potential danger rests with the school district superintendent or school principal.

3. Full use of EBS, radio, and TV broadcast stations is essential to assure timely notification and warning of impending disasters. See Appendix 1.

4. ORGANIZATION AND RESPONSIBILITIES

A. The superintendent is the authority for warning operations in the school district.

B. Law enforcement and fire and rescue personnel provide alternative warning capabilities through mobile radio and route alerting services. (See Annex H and I, County EOP.)

5. ADMINISTRATION AND LOGISTICS

A. A sirens test will be activated by the county on a monthly basis.

B. All school district warning devices must be maintained and tested as required to assure proper functioning and reliability.

6. NOT USED

7. DEFINITION OF TERMS

A. Alert - Gaining attention by sirens and route alerting that merely indicates "turn on your EBS radio or TV station."

B. Warning - Notifying the public with a specific message regarding a threat and actions to be taken.

APPENDIX:

1. Warning Signals

APPENDIX 1

ANNEX C

THE ATTACK WARNING SIGNAL

OR

A WAVERING TONE OR SHORT BLASTS FOR 3 TO 5 MINUTES

"ATTACK WARNING — GO TO SHELTER or TAKE THE BEST COVER IMMEDIATELY AVAILABLE

THE ATTENTION SIGNAL

A STEADY BLAST OR TONE FOR 3 TO 5 MINUTES

"LISTEN FOR ESSENTIAL EMERGENCY INFORMATION . . . TURN ON RADIOS AND TELEVISIONS

ANNEX D

PUBLIC INFORMATION

1. PURPOSE

To outline procedures for dissemination of official information and instructions in order to facilitate timely and appropriate response in an emergency by students, staff and faculty. To assure coordination of information and instructions released to schools.

2. SITUATION

Accurate information for the students, staff and faculty is extremely important during emergencies so that appropriate precautionary or protective action can be taken. Misinformation or lack of information may cost lives and cause unnecessary property damage.

3. CONCEPT OF OPERATIONS

A. General

1. Responsibilities

The responsibilities of assigned or appointed public information personnel in disaster situations are basically the same as in daily operations. Their primary responsibility is the dissemination of information to the students, staff and faculties.

2. Clearance

All information released will be through the designated public information officer after clearance with the district superintendent or school principal. Any media release should first be coordinated with the County EMA.

3. Focus

School district emergency information efforts will focus on specific, event-related information.

4. Rumor Control

A rumor control line will be established at the _____ County EOC. The telephone number will be disseminated during emergencies. Inquiries to school superintendents or principals should be referred to this number.

4. ORGANIZATION AND RESPONSIBILITIES

A. Information Personnel

1. Provide information and advice to students, staff, and faculty.

2. Develop and maintain the emergency information program.

3. Develop and maintain working relationship with news media.

4. Clear emergency related releases with school superintendent or principals.

5. Coordinate rumor control procedures for school district.

B. School personnel, students, employees

1. All emergency related releases must be through the designated or appointed school information officer.

5. ADMINISTRATION AND LOGISTICS

A. Records and Logs

1. Maintain records, logs and copies of any emergency information activities during emergencies.

B. Update Contacts

1. The county emergency public information officer is located at the county EOC, telephone number _____.

ANNEX E

RADIOLOGICAL EMERGENCY RESPONSE PROCEDURES

INGESTION EXPOSURE PATHWAY EMERGENCY PLANNING ZONE*

* (This annex to be used by all school districts located outside the approximate 10-mile radius risk areas of nuclear power plants. Risk school districts, those located within the approximate 10-mile radius around a nuclear power plant, will continue to use their existing RERP as Annex E [stand alone] to their plan. An addendum will be provided for risk school district plans at a later date that will incorporate ingestion pathway information.)

1. PURPOSE

To prescribe procedures to be used in the _____ School District for minimizing the effects of radioactive contamination of the human food chain and water.

2. SITUATION

A. Radioactive contamination emergencies within Pennsylvania could occur at university research centers, hospitals, nuclear power plants, industrial plants, and along transportation routes. Contamination could also result from accidents outside the Commonwealth and the United States, such as the Chernobyl incident or debris from a falling nuclear satellite.

B. In the event of a release from any of the above sources, contamination could be deposited on crops, other vegetation, ground surfaces and bodies of surface water. This could result in the ingestion of contaminated food products, milk and water.

C. The Commonwealth follows planning guidance issued by the Food and Drug Administration (FDA) concerning emergency actions for dealing with accidental radioactive contamination of human food, animal feeds and water. The guidance specifies two levels of protective response which apply to all food pathways:

1. Preventive protective actions - Actions to prevent or reduce contamination of milk and food products.

2. Emergency protective actions - Actions taken by public officials to isolate food to prevent its introduction into commerce and determination of whether condemnation or other disposition is appropriate.

The decision by the Commonwealth to recommend/direct protective actions will be based on known releases to the environment, radiological measurements, laboratory analyses and integrated dose projections in the pathway of concern.

3. CONCEPT OF OPERATIONS

A. General

1. Emergency response operations within an ingestion exposure pathway emergency planning zone (EPZ) involve the identification of areas in which milk, food and/or water have become contaminated. When contaminated areas are identified, protective actions will be taken to minimize further contamination in those areas and to impose restrictions precluding ingestion by the public of contaminated food and water.

2. In conjunction with the Pennsylvania Emergency Management Agency (PEMA), emergency response operations will be coordinated by the Pennsylvania Department of Agriculture (PDA) with assistance from the State Food and Agricultural Council (FAC) and supported by personnel from the U.S. Department of Agriculture (USDA) component of the Federal Radiological Monitoring and Assessment Center (FRMAC). The operative organizations in response to and recovery from an ingestion exposure situation will be the PDA and the USDA Services that comprise the County FACs. These Services are the Agricultural Stabilization and Conservation Service (ASCS), the Cooperative Extension Service (CES), the Farmers Home Administration (FmHA), and the Soil Conservation Service (SCS). Those counties that do not have a FAC are served by one designated from a nearby county.

B. Protective Actions

1. Protective actions, as announced by the PDA may require modifications of food production, processing, and distribution cycle pathways in affected areas both within and outside of the contaminated area. This could result in some temporary changes in the types and packaging of foods available for use in school cafeterias. In worst cases, it might require the use of alternate suppliers.

2. Protective actions regarding affecting the school district's use of milk, food and water will not be recommended/directed by the PDA without verification by the Department of Environmental Resources and the federal agencies involved.

3. In the unlikely event that a dangerous radioactive plume passes over the area while school is in session, the school district office will be notified immediately by the _____ County Emergency Management Agency regarding necessary protective actions.

C. Notification

1. The _____ School District will be notified about initial preventive and emergency protective actions through the Emergency Broadcast System (EBS) messages, public service

announcements on local radio and television stations, NOAA Weather Radio, the County Emergency Management Agency, and the print media.

2. If protective actions are required for students and staff, the school district office will be notified telephonically by the County Emergency Management Agency.

D. Information to Schools

1. Recommendations/directions for protective actions received from the County Emergency Management Agency will immediately be telephoned to all School Principal's offices within the district (to include private schools, colleges and universities).

2. If notification is given to shelter, the following actions should be taken in all schools located within the _____ School District.

a. If time allows, students report to home rooms. Role is taken and a copy is delivered to the Administrative Officer.

b. Move students to the most sheltered area available. Examples are basements, windowless areas and hallways.

c. Close windows, blinds, and drapes.

d. Minimize all sources of external air.

e. Principals cause all school building occupants to remain in place and await further instructions from the school district official in charge at the time.

f. Direct cafeteria personnel to place all food and beverages in closed containers. Anything bottled, canned or packaged can be considered safe.

g. Thoroughly wash any exposed fruits and vegetables before preparing them.

4. ORGANIZATION AND RESPONSIBILITIES

A. Organization

1. State Food and Agricultural Council (FAC)

The State FAC assists the PDA in responding to agricultural contingencies associated with the ingestion exposure pathway EPZ.

2. County Food and Agricultural Council (FAC)

The County FAC is comprised of representatives from USDA Services that support agricultural activities conducted within the county under the authority of the PDA and the State FAC. These Services are: ASCS, CES, FmHA and SCS.

3. _____ County Emergency Management Agency

Coordinates emergency planning and response by county departments and agencies and municipalities. In ingestion pathway contingencies/emergencies, regardless of the source of radioactive contamination, the County FAC is represented on the County Emergency Operations Center (EOC) staff.

4. _____ School District

5. School Building Principals

B. Responsibilities

1. _____ County Food and Agricultural Council (FAC)

a. Support as required the agricultural activities conducted within the county by personnel from the PDA and USDA, under the authority of the PDA/State FAC, in conjunction with the Pennsylvania Emergency Management Agency (PEMA).

b. Assist the PDA in providing technical advice to farmers and food processors regarding implementation of protective actions to prevent contamination of the food chain or ingestion of radioactive contaminated milk, food, and water.

2. _____ County Emergency Management Agency

a. Disseminate, as required, information about protective actions to school districts.

b. Serve as point of contact for questions by school districts regarding protective actions.

3. _____ School District

a. Provide timely notification and advice to School Principals regarding protective actions, as received from the County Emergency Management Agency, to preclude ingestion of radioactive contaminated food, milk, and water.

b. Ensure that school cafeteria personnel have been briefed about food storage, decontamination and preparation in an ingestion exposure situation (see Tab A).

TAB A

RECOMMENDED PROTECTIVE ACTION FOR FOOD

1. Foods stored in the school will usually be virtually free of radioactive contamination and therefore suitable for immediate use. This pertains to food stored in refrigerators, cabinets, containers or packages; but not necessarily to foods in the open such as fruit, cookies or candy in uncovered dishes.

2. Food not stored indoors or similarly protected, such as garden vegetables, fruit on trees, or food products obtained outside the school after the incident, could be contaminated. Contamination, however, does not render such foods unusable. Most foods can easily be decontaminated by fairly simple food preparation procedures.

3. In nuclear incidents involving the release of radioactive iodine, such as a nuclear power plant accident, cows may ingest the contaminant and produce milk with some degree of contamination. Only milk produced after any exposure of the cows to contaminated feed (not milk stored in the school kitchen or already packaged milk at the store or distributor) is subject to radioactive iodine contamination.

4. The following procedures for various types are generally considered to be effective protective measures in assuring that food is free of contamination and suitable for consumption.

TYPE OF FOOD	RECOMMENDED PROTECTIVE ACTION
A. Root Crops (potatoes, carrots, etc.)	Thoroughly wash, brush, scrub or peel to remove surface contamination. Root crops are the least susceptible to contamination since the soil protects the edible portion from immediate contamination.
B. Fruits and Vegetables	Thoroughly wash, brush, scrub or peel to remove surface contamination. These foods are susceptible to contamination due to the exposed surface area of the edible portion.
C. Canned or Packaged Foods	Thoroughly clean the surface of the package by washing, vacuuming or using a damp cloth to remove surface contamination prior to opening.
D. Frozen Foods	Frozen foods packaged prior to a radioactive contaminating incident will be safe as long as they are kept in a freezer. If the package surface becomes contaminated, it should be thoroughly cleaned off prior to opening to avoid contaminating the contents.

E. Unpackaged Stored Foods	Such foods are safe to eat if outside air has been excluded from the storage area. If the storage has become contaminated, they may be salvaged by washing, scrubbing, peeling, etc. This will depend upon the type of food item involved.
F. Potable Water Supply	Obtain a sealed, potable water supply; three gallons per person in the school population is a good planning figure for drinking and food preparation.
G. Dairy Products and Fresh Foods	Place fresh fruits and vegetables and dairy products in sealed containers. Refrigerators and freezers provide acceptable protection.

ANNEX F

HAZARDOUS MATERIALS

1. PURPOSE

To establish responsibilities and policies for response to hazardous material (HAZMAT) releases and radiological emergencies, exclusive of commercial nuclear power plants incidents, within the _____ School District.

2. SITUATION

A. Hazardous materials may present a variety of situations which would require an emergency response by school districts or individual schools. Such a situation may be brought about by any one of the following:

1. Hazardous Waste (Superfund) Sites

2. Transportation Accidents

3. Radiological Emergencies

4. SARA Facilities (see definition)

3. CONCEPT OF OPERATIONS

A. General

1. Protection of the Public

Elected officials, working through the county Emergency Management Agency (EMA), will provide for protection of the public from the consequences and impact. Notification will come from the county EMA. Protective measures may be either shelter or evacuation of schools.

B. Hazardous Material Incidents

1. When both the schools attended and the parents' homes are located within an endangered area, students may be evacuated from the schools they attend to Host Schools where they will be retained under risk school officials' custody until they are picked up by their parents or guardians.

2. When the schools attended are outside the endangered area and the parents' homes are inside it, students will be retained in the schools they attend under risk school officials' custody until they are picked up by their parents or they will be evacuated to host schools as predetermined in the school plan.

3. Schools, when advised by the district superintendent that an evacuation is imminent, will not send children home early when their homes are inside the endangered area. They will not be sent home at any time when an evacuation is in progress.

4. Should an evacuation be required, teachers and support staff (unless otherwise directed by the principal or a higher school authority) should/will accompany the students to the Host School and remain with their students until relieved of responsibility by the risk school principal.

5. Evacuated students should/will remain the responsibility of a professional staff member until released to the parent or other authorized person.

4. ORGANIZATION AND RESPONSIBILITIES

A. Assignment of Responsibilities

1. See paragraph 4C, Annex F, _____ County Emergency Operations Plan.

2. School District Officials

a. Responsible for decisions involving student, staff and faculty health/welfare concerning response to hazardous materials releases.

b. Develop supporting Standard Operating Procedures (SOP) to be used by school district and schools in event of hazmat emergencies.

c. Conduct tests or exercises at least annually.

5. ADMINISTRATION AND LOGISTICS

A. Hazardous Materials Sites

A list of hazardous material waste sites and SARA facilities is maintained in the _____ County EOP and should be known to school districts and individual schools for planning purposes and development of EOPs.

6. AUTHORITIES AND REFERENCES

A. Refer to Annex F (Hazardous Materials) of the _____ County Emergency Operations Plan.

B. Telephone number at _____ County Emergency Operations Center is _____.

7. DEFINITIONS

A. Extremely Hazardous Substance - Those 366 substances identified by the Federal SARA legislation.

B. HAZMAT - Refers to hazardous substances, petroleum, natural gas, synthetic gas, acutely toxic chemicals and other toxic chemicals.

C. Hazardous Substance - A substance identified as hazardous and meeting certain other non-SARA Federal reporting requirements.

D. LEPC - Local Emergency Planning Committee, a county based organization responsible for the development of comprehensive off-site response plans for all SARA facilities.

E. PERC - Pennsylvania Emergency Response Commission, the State organization responsible for carrying out the provisions of the SARA legislation and supervising LEPC.

F. SARA - The "Superfund Amendments and Reauthorization Act of 1986," Federal legislation providing for the communities right to know about hazardous chemicals and requiring the development of comprehensive off-site response plans for those facilities which produce, manufacture or use one or more specifically designated extremely hazardous substances. Included in the plans is the requirement to identify those institutions at risk, such as schools, which may be affected by a release of the substance.

8. TRAINING AND EXERCISES

A. School districts/schools should conduct annual training for all-hazard type disasters. Participation in facility sponsored tabletop or simulation-type exercises is encouraged.

ANNEX G

DAM FAILURE

1. PURPOSE

To prescribe general procedures and establish responsibilities for surveillance and detection of possible dam failure, alerting and warning students, staff and faculty and ordering the evacuation of persons in the potential inundation areas should a failure occur.

2. SITUATION

A. Dam Failure Hazard

1. Scope

There are ____ dams within the _____ School District or upstream of same that would threaten human life or cause major damage to school district property and/or facilities if any of the dams were to experience partial or catastrophic failure.

2. See Appendix 1.

B. Failure Potential

1. Natural Causes

Any of these dams, and especially earthen dams, have a potential for failure if abnormal amounts of precipitation or run-off occur, during a short or prolonged period of time.

2. Man-made Causes

Failure can also occur if dams are improperly maintained or operated. Sabotage or earthquakes are considered remote but possible causes of a failure.

3. CONCEPT OF OPERATIONS

A. School districts or individual schools will be informed of pending or imminent danger from dam failure through the established warning systems within a given area or jurisdiction.

B. See Annex C to this EOP.

C. Warnings will be disseminated by the following means:

1. County Emergency Management Agency

2. National Weather Service

3. Emergency Broadcast System, via radio and television.

4. Fire and police warning systems (activation of sirens, etc.)

5. Commercial telephone is the primary means of warning school districts.

4. ORGANIZATION AND RESPONSIBILITIES

A. School District Superintendent/School Principals

1. Responsible for warning students, staff, and faculty of impending, potential, or imminent danger from dam failure.

2. Responsible for the evacuation of school(s) in event of dam failure. See Annex L to this EOP.

3. Responsible for after disaster operations and reentry procedures.

B. Other agencies - See paragraph 4, Annex G, _____ County Emergency Operations Plan.

5. ADMINISTRATION AND LOGISTICS

A. Maintain school emergency plans in current status. Review plans at least annually and update them as necessary.

B. Maintain in a current status a list of dams within the school district or upstream which could affect the district or individual schools. See Appendix 1.

C. Refer to Annex G (Dam Failure) of the _____ County Emergency Operations Plan. Telephone number at the _____ County Emergency Operations Center is _____.

APPENDIX:

1. Dams with Inundation Areas in _____ School District

APPENDIX 1

ANNEX G

DAMS WITH INUNDATION AREAS IN _____ SCHOOL DISTRICT

DAM	LOCATION	POTENTIAL FLOOD SOURCE

ANNEX H

POLICE SERVICES

1. PURPOSE

To provide a security program within the school district to protect life and property in event of emergencies or disasters and to assist schools in event evacuation is ordered.

2. SITUATION

During emergencies, police services of the state, municipalities and cities must be expanded to provide the increased protection required by disaster conditions, to include schools and school facilities.

3. CONCEPT OF OPERATIONS

A. Emergency law enforcement operations will be an expansion of normal functions and responsibilities, which includes maintenance of law and order, traffic control and crowd control.

B. Any assigned or designated school security personnel will assist local law enforcement agencies, as requested, and within capabilities.

C. Refer to _____ County Emergency Operations Plan, Annex H.

4. ORGANIZATION AND RESPONSIBILITIES

A. Law Enforcement Officials

1. Provide information and advice on law enforcement.

2. Oversee and coordinate law enforcement activities, as required, within the school district.

3. Assist schools in security, traffic control during evacuation, and crowd control measures.

B. School Security Personnel

1. If assigned or designated, assist municipal law enforcement agencies, as requested, within capabilities.

5. ADMINISTRATION AND LOGISTICS

A. Requests for police services should be made to local law enforcement agency per normal operations.

B. Any additional support requests should be made to the police services officer at the _____ County EOC, telephone number _____.

ANNEX I

FIRE AND RESCUE SERVICES

1. PURPOSE

A. To promote a program of fire prevention, protection and suppression within our schools.

B. To establish policies and procedures for incidents where search and rescue operations would be necessary.

2. SITUATION

A. Fire Prevention, Protection and Suppression

School personnel assigned and trained in duties of fire prevention and protection are responsible to the school principal for these programs and will work closely with the county fire and rescue services staff officer during emergencies or disasters. In the event of a declared disaster/emergency, the fire and rescue services staff officer at the county EOC will manage the program of fire prevention, protection, and suppression.

B. Disaster Situations

In disaster situations, the problems of protection and suppression are magnified. School personnel trained in fire services should augment the efforts of fire and rescue agencies as requested or required to ensure the best possible use of the available resources.

C. Search and Rescue

Because of the nature of hazards, only school personnel trained in search and rescue matters should be used to build upon and expand the rescue operations of fire and rescue services.

3. CONCEPT OF OPERATIONS

A. The responsibilities of fire service agencies in disaster situations are basically the same as in daily operations. Their primary responsibility is fire protection and fire suppression. They are also involved on a regular basis with rescue operations and hazardous materials control.

B. Any assigned or designated school personnel trained in fire protection matters may assist local fire agencies as requested and within their capabilities.

C. Refer to _____ County Emergency Operations Plan, Annex I.

4. ORGANIZATION AND RESPONSIBILITIES

A. Fire and Rescue Services Officer - County EOC

1. Provide information and advice on fire and rescue matters.

2. Act as liaison with municipal fire and rescue services.

3. Provide advice to schools regarding hazardous materials incidents in their locale.

B. School Fire Services Personnel

1. If trained in fire services matters assist municipal fire agencies as requested and within capabilities.

2. See additional Fire Safety Duties and Responsibilities listed on page of this School Planning Guide.

5. ADMINISTRATION AND LOGISTICS

A. Requests for fire services should be made to local fire services agencies per normal operations.

B. Any additional requests for support should be referred to the fire and rescue services officer at _____ County EOC, telephone number _____.

ANNEX J

HEALTH AND MEDICAL SERVICES

1. PURPOSE

To describe the procedures and responsibilities for school health and medical personnel during disasters in order to reduce death and injury.

2. SITUATION

Requests for health and medical assistance beyond school level capabilities, during emergency or disaster, may be required.

3. CONCEPT OF OPERATIONS

A. The county health/medical services officer at the County EMA is responsible to coordinate the activities of county, municipal and volunteer agencies in response to health and medical emergency situations.

B. Assigned district/school health and medical staff personnel should request additional resources if needed through the county health and medical services officer during declared emergencies or disaster situations.

C. Refer to _____ County Emergency Operations Plan, Annex J.

4. ORGANIZATION AND RESPONSIBILITIES

A. Health and Medical Staff Personnel

1. Evacuates needed medicines to the "Host" school, and augments "Host" school aid station staff.

2. Supervises evacuation of any students from the school aid station in case of fire or disaster.

3. Provide medical care within capabilities to students, staff and faculty.

B. Health and Medical Services Staff Officer - County Level

1. Provide professional information and advice on health and medical matters.

2. Provide locations of all health and medical facilities within the county.

5. ADMINISTRATION AND LOGISTICS

A. Maintain records of emergency services rendered to school personnel, disposition of sick or injured persons, and compile statistics or vital information, as required.

ANNEX K

MASS CARE
HOST SCHOOL/DISTRICT

1. PURPOSE

A. To identify support groups to assist in mass care/shelter situations.

B. To designate a host school/district to be used in case of an evacuation. This might be:

1. To another school within the school district.
2. To another school outside the school district.
3. To a private facility in the area.

2. SITUATION

See basic plan.

3. CONCEPT OF OPERATIONS

A. General

1. Scenarios exist under which evacuation to a host school/facility may become necessary. One scenario would involve evacuating to another building in close proximity within the school district. An example is evacuating to a neighboring school as a result of either a fire or bomb threat.

2. The other scenario involves evacuating to another school/facility district about 10 to 20 miles distant. An example is the case of a large scale disaster in which the entire school district must be evacuated because of a hazardous material or radiocontaminant accident that affects a large land mass area.

B. Internal School District Host Schools

1. Host schools within (risk) School District follow:

Risk School	Host School

C. External School District Host Schools

1. (Risk) School District and (Host) School District have a written reciprocal agreement to host each other in case of a major disaster requiring evacuation about 10 to 20 miles distant.

2. School assignments between the two school districts follow:

   ___(Risk)___ School District ___(Host)___ School District

3. _____ School District, the _____ (Red Cross, Salvation Army, etc.), and the County EMA have a written agreement on supportive services to be provided in a mass care/shelter situation. See sample Appendix 4.

4. ORGANIZATION AND RESPONSIBILITIES

   A. Host School Operations

      1. The staff and faculty of ___(risk)___ School District will be prepared to supervise evacuated students while at the host school. The host school will provide support assistance to the extent that is practical.

      2. The ___(host)___ School provides to the extent possible, life support, first aid, and social services to evacuees, and provides guides within the school to assist in moving evacuated students to room assignments.

      3. Assists in movement of evacuated students to temporary quarters.

      4. School Principals will preplan specific classroom assignments at the host school when applicable. When auditoriums and gymnasiums are used, evacuated class integrity will also be maintained.

      5. Room assignments at the host schools should be planned in advance and published in the respective school EOP.

   B. Recovery

      Host school facilities will be returned to their original condition upon conclusion of operations. Host schools will provide janitorial services.

5. ADMINISTRATION AND LOGISTICS

   Vouchers, receipts, purchase orders, etc., will be turned in to the Host School Business Manager so that proper remuneration of emergency expenses can be made from risk school district.

APPENDIX:

1. Sheltering

APPENDIX 1

ANNEX K

SHELTERING

1. PURPOSE

To prescribe procedures and responsibilities in regards to incidents during which the most logical protective response will be to take shelter inside school buildings.

2. GENERAL

Circumstances during which sheltering in place should be considered are:

a. sudden occurrences (explosions, tornadoes, etc.)
b. violent wind/hale storms
c. contaminated air plumes
d. lightning storms

3. RESPONSIBILITIES

School district superintendents, school principals, and in the case of sudden occurrences, individual teachers and staff members are authorized to direct sheltering in place. This authority is granted in recognition of the need for an immediate decision by the school official at the scene.

4. CONTINGENCY ACTIONS

Based on the circumstances at the time of a disaster, one or more of the following actions should be taken.

a. If time allows, move students to the most sheltered area available. Examples are basements, windowless areas, and hallways.

b. Close windows, window blinds and drapes.

c. Take cover beneath desks and tables when appropriate.

d. Minimize all sources of external air.

e. If time allows, students report to homerooms. Role call is taken and a copy is delivered to the Administrative Officer. Subsequent directions for relocation to sheltered areas within the building may be given.

f. Remain in place and await further instructions from the school official in charge at the time.

g. If time allows, place food and beverages in closed containers. Anything canned or bottled is safe.

h. If a contaminated air plume is present or imminent, cover nose and mouth with a folded handkerchief. Sixteen layers of cloth is equivalent to four layers of tissue/toilet paper.

i. When time permits, notify senior school officials and the appropriate emergency management agency of the situation. Also notify fire, rescue, and police if appropriate.

5. INTERMEDIATE AND LONG TERM CARE

A. Determine impact on ability to conduct classes if hosting own or other district students and/or community residents.

B. Notify county/local EMA if event and facility usage will be ongoing.

C. Activate support agreement with volunteer and government agencies. See Appendix 4.

ANNEX L

EVACUATION

1. PURPOSE

To designate evacuation routes.

To determine bus assignments and unmet transportation needs.

2. SITUATION (Example)

School	Number Evacuees	Number of Buses Required	Available Buses by Numbers	Unmet Transportation Needs
Fink Elementary	578	8	62, 63, 64, 65	4*
Morris Elementary	203	3	61, 69, 70	0
Newman Elementary	168	3	66, 67, 68	0
Marshall Junior H.	365	5	71, 72, 73	2*
Total	1,314	19		6*

*_____ County EMA will arrange for the additional buses needed. The buses will be dispatched to Fink Elementary School and Marshall Junior High School.

3. CONCEPT OF OPERATIONS

A. General

1. If an evacuation from the school is required, and the schools attended are located within the disaster area, students will be evacuated from the schools they attend to host schools. Students are to be evacuated in a one-lift arrangement. They will be retained under school officials' custody until they are picked up by their parents or guardians.

2. School students will remain the responsibility of the respective school staff until released to parents, guardians or other duly authorized individuals.

3. If an evacuation is recommended, ordered or appears to be imminent at a time when schools are closed, administrators of schools within the disaster areas may receive information through the County Emergency Management Agency advising them not to reopen the schools until the emergency is over. School officials will notify parents/guardians utilizing regular school closing procedures, as appropriate.

4. When the schools attended are outside the disaster area, students will be retained at the schools they attend until they are picked up by their parents.

5. Schools will not send children home early when their homes are inside the disaster area and an evacuation is imminent. They will not be sent home at any time when an evacuation is in progress.

6. The transportation manager dispatches district owned or leased buses to the school indicated, and coordinates with _____ County EMA to ensure that unmet transportation needs are provided. Enough buses would be required to evacuate all students in a one-lift operation.

7. Buses will assemble at their regular school staging areas.

B. Evacuation Routes

Designated evacuation routes for movement to host schools should be included into the specific (risk) schools EOP.

4. ORGANIZATION AND RESPONSIBILITIES

A. District Superintendent

1. Implement through staff and school principals, upon receipt through PEMA or County EMA, an evacuation order or recommendation from the Governor issued to protect staff, faculty, and student safety.

2. Coordinate evacuation effort when two or more schools are involved.

3. Coordinate relocation into other schools/districts.

4. Coordinate with police to protect schools and other school property in the evacuated area.

5. Coordinate with host school principals/superintendents upon initiation of evacuation.

B. Transportation Manager

1. Coordinate transportation support with providers.

2. Implement pick-up of students needing transportation.

3. Arrange for maintenance or towing support for buses used in evacuation process.

4. Coordinate with police services officer on routes and alternate routes to be used or available.

5. ADMINISTRATION AND LOGISTICS

Maintain logs and records of evacuation activities during emergencies.

APPENDICES:

1 - Bus Staging Areas
2 - Evacuation Routes

(Example)

APPENDIX 1

BUS STAGING AREAS

School	Tab
Fink Elementary	- Tab A
Morris Elementary	- Tab B
Newman Elementary	- Tab C
Marshall Junior High	- Tab D

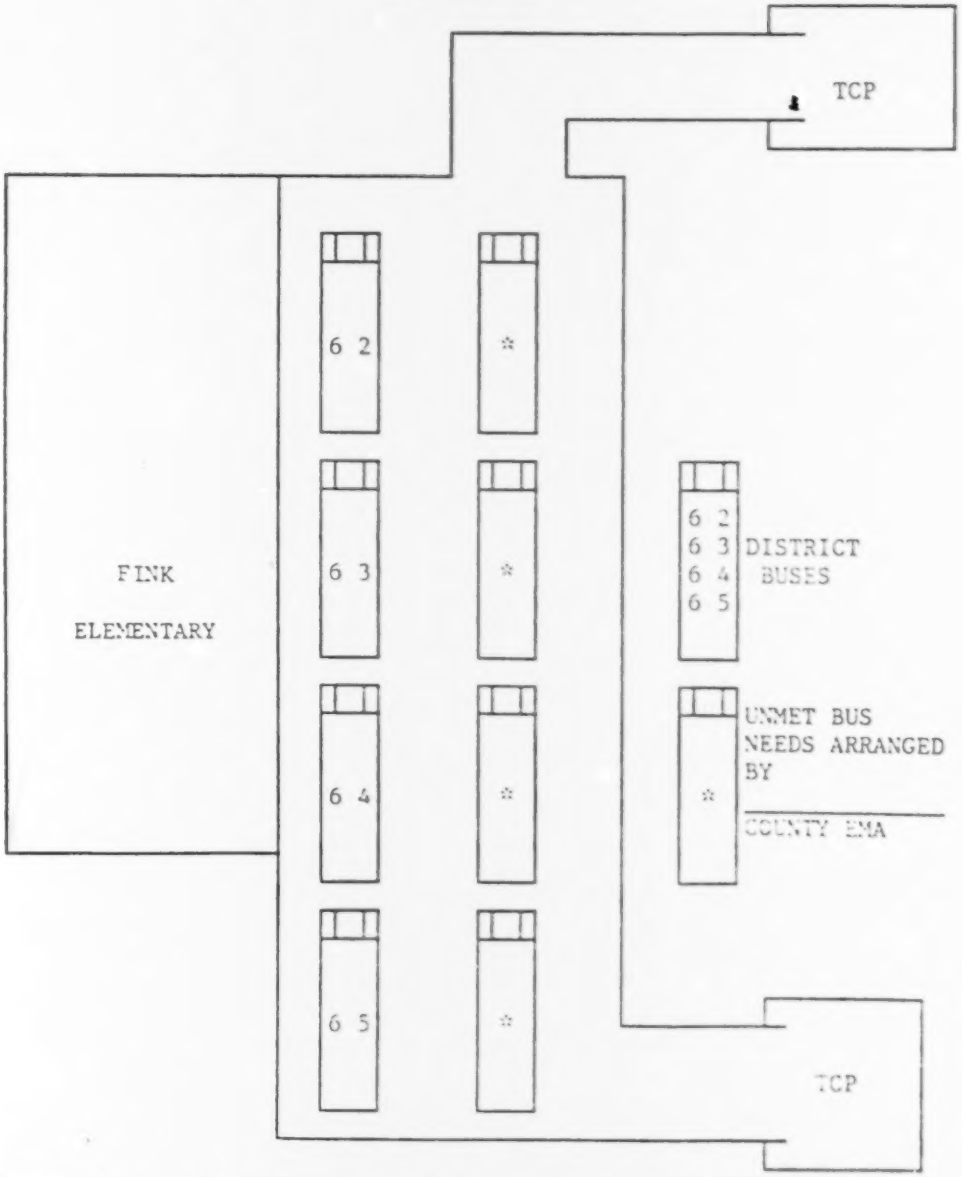
(Example)

TAB A

APPENDIX 1

ANNEX L

FINK ELEMENTARY
BUS STAGING



NOTE: Recommend a separate TAB for each school in the district

(Example)

APPENDIX 2

EVACUATION ROUTES

Evacuated School	Host School	Route/Strip Map (TAB)
Fink Elementary	Southern Elementary	Tab A
Morris Elementary	Southern Elementary	Tab B
Newman Elementary	Southern Elementary	Tab C
Marshall Junior High	Southern Middle	Tab D

(Example)

TAB A

APPENDIX 2

EVACUATION ROUTE/STRIP MAP

FINK ELEMENTARY SCHOOL
TO
SOUTHERN ELEMENTARY SCHOOL

From Fink Elementary School travel north on 4th Street to west on Park Avenue to south on I-79 to Exit #12 to west on PA 65 to south on Thomasville Road to Southern Elementary School.

Note: Recommend a separate TAB be used for each school route being used.

ANNEX M

TRANSPORTATION

1. PURPOSE

To prescribe the procedures for transportation during emergency operations to include evacuation of students and the transport of supplies and records from a threatened area.

2. SITUATION

Immediately following an emergency there may be a heavy demand for transportation to move students, supplies, records or even equipment to minimize loss of life and property.

3. CONCEPT OF OPERATIONS

A. The priorities for use of school district transportation resources will be established by the District Traffic Manager or the respective school principal, as necessary.

B. Requests for additional transportation, that beyond school district resource capabilities, should be made to the transportation services officer at the County EOC, telephone number _____.

C. Refer to _____ County Emergency Operations Plan, Annex M.

D. See Annex L (Evacuation) to this EOP.

4. ORGANIZATION AND RESPONSIBILITIES

A. School Transportation Manager

1. Ascertains availability of buses and drivers.

2. Reviews traffic control points requirements for school entrance and exit roads. Coordinates with local police on situation and assistance needed.

3. Issues evacuation route strip map to each bus driver and staff and faculty members evacuating by private vehicle.

B. Transportation Services Officer - County EOC

1. Provide information and advice on transportation matters.

2. Provide transportation augmentation, as requested, to school districts requiring same.

3. Plan for fuel shortage.

5. ADMINISTRATION AND LOGISTICS

A. Transportation manager should develop and submit timely reports for use of transportation during emergencies.

B. Maintain in current status a listing of school transportation resources.

ANNEX N

RADIOLOGICAL DEFENSE

1. Not required in school district emergency operations plans.

2. Refer to Annex N (Radiological Defense) of the _____ County Emergency Operations Plan.

3. Telephone number at _____ County Emergency Operations Center is _____.

4. County Radiological Officers are:

   A. _____ Home Phone # _____
   Office Phone # _____

   B. _____ Home Phone # _____
   Office Phone # _____

   C. _____ Home Phone # _____
   Office Phone # _____

ANNEX O

RESOURCE MANAGEMENT

1. PURPOSE

To maintain an inventory of school district resources and to develop procedures for timely gathering and use during an emergency.

2. SITUATION

The school district maintains a consolidated listing of all resources within the district and the current operational status of same. Requests for additional resources during emergencies should be made to the county resource manager at the County EOC, telephone number _____.

3. CONCEPT OF OPERATIONS

A. The school district determines the allocation of resources to disaster sites. Requests for additional resources, during disasters, will be made to the county EMC.

B. Requested resources during disasters will be dispatched by the county EMC or designated resource officer to sites listed by the school superintendent or traffic manager.

C. Refer to Annex O, _____ County Emergency Operations Plan.

4. ORGANIZATION AND RESPONSIBILITIES

A. School district superintendents and principals are responsible for the judicious planning, use, and maintenance of school district resources. The term resources encompasses people, equipment, supplies, and facilities. The school district may have a designated or appointed resource officer to coordinate use of resources and to request additional resources, if required.

B. Appointed or designated resource officer is responsible to the school superintendent or principal concerning use of resources during disasters or emergencies.

C. Plan for fuel, energy and water shortages.

5. ADMINISTRATION AND LOGISTICS

A. School districts will exhaust their resources before requesting additional assistance from the county EMC.

B. A list of any Agreements or Letters of Understanding entered into by the school district or schools concerning disaster planning must be retained on file for reference and use.

ANNEX P

PUBLIC WORKS AND ENGINEERING SERVICES

1. PURPOSE

To prescribe procedures and responsibilities for restoration of school facilities and services.

2. SITUATION

School districts have limited equipment and personnel to provide public works and engineering services for the restoration of facilities and equipment after a disaster or emergency. Mutual aid agreements and contracts would need to be used to support the extraordinary needs of a disaster situation.

3. CONCEPT OF OPERATIONS

A. The school district superintendent sets priorities and directs deployment of personnel and equipment under his control to reestablish and maintain essential services within their capabilities. Unmet needs should be reported to the county EOC for possible assistance.

B. Letters of Agreement or Contracts may be required to assist in restoration of facilities and equipment damaged or destroyed as a result of disaster. Public utility companies are responsible for the restoration of their own facilities.

C. Refer to Annex P, _____ County Emergency Operations Plan.

D. See basic plan.

4. ORGANIZATION AND RESPONSIBILITIES

A. All school employees come under the supervision of the school district superintendent or respective school principal for clean-up and repair operations following a disaster or emergency.

B. Should a public works/engineering officer be appointed for the school district, his duties would be to:

1. Provide advice on clean-up operations.

2. Coordinate the restoration and clean-up operations by school personnel or contracted companies.

3. Maintain documentation for all work-related jobs undertaken.

5. ADMINISTRATION AND LOGISTICS

A. Maintain records and logs of emergency activities.

6. UTILITY OUTAGES

A. Provide direction for safe and quick "switch off" of disabled and out of service utilities.

B. Provide for orderly and safe "turn on" of utilities.

C. Develop inidividual building SOPs and priorities.

ANNEX Q

DAMAGE ASSESSMENT AND REPORTING

1. PURPOSE

To describe the damage assessment process to be used by the _____ School District for damage and loss to structures, equipment and materials resulting from a natural disaster or other catastrophe, excluding negligence or malicious action; to delineate responsibility for the assessment; to outline reporting procedures, and to summarize federal financial assistance.

2. SITUATION

A damage assessment for all school facilities, to include public, nonpublic and private nonprofit institutions in the _____ School District will be required to determine the extent of damage for a disaster.

A. Major Disaster

A declaration by the President encompassing an area in which part or all of a school district is located.

B. Pinpoint Disaster

The school facilities of the school district have been seriously damaged or destroyed by a smaller disaster to such an extent that the school district requests the U.S. Secretary of Education to declare a pinpoint disaster.

3. CONCEPT OF OPERATIONS

A. General

Primary responsibility for initial damage assessment rests with county commissioners and elected officials of local governments affected by the disaster. When the possibility of a major disaster exists, State and Federal officials will assume a primary responsibility with assistance from authorities in the disaster areas.

4. ORGANIZATION AND RESPONSIBILITIES

A. Organization - No change.

B. Assignment of Responsibilities

1. Initial Damage Reporting (Phase I)

a. School District Responsibilities Re: Emergency Management

The district superintendent will report damage assessment information to the county emergency management coordinator. This data will be listed separately for public and private non-profit facilities. The district superintendent will provide for representatives to accompany county coordinators during their assessment of damage to the involved facilities. Format for the EMA report will be as prescribed by PEMA.

b. School District Responsibilities Re: Department of Education

The Local Educational Agency (LEA or School District) representative will report initial LEA facility damage assessment data to the State Educational Agency (SEA) or Department of Education for public facilities for continuing actions in U.S. Department of Education channels.

c. Speed and Accuracy

Speed and accuracy are important since initial damage reports from the counties are used to determine priorities of recovery activities and if state and federal personnel will be sent to the scene for more detailed damage information.

2. Damage Assessment (Phase II)

a. PEMA

If the initial damage assessment data figures received from all counties indicate the possibility of a declaration of a major disaster, a detailed damage assessment will be conducted by PEMA and other State and Federal officials. The format will be as prescribed by PEMA.

c. LEA Responsibility

The district superintendent will designate necessary representatives of the _____ LEA to assist as needed. Where possible, these individuals will be the same as those selected for the initial assessment. The district superintendent will take necessary continuing actions as described in paragraph 5D to obtain Federal assistance through the State Educational Agency to the U.S. Department of Education. Reporting will be as described in paragraph 4.B.1.a.

3. Pinpoint Disaster

In those circumstances when an LEA desires to request a declaration of a pinpoint disaster by the U.S. Secretary of

Education, reporting may bypass the emergency management channels with all correspondence going from the LEA through the SEA to the Department of Education. It must contain the information required in the referenced laws.

5. ADMINISTRATION AND LOGISTICS

A. Report Updates

As additional damage information becomes available, it should be reported through both LEA and EMA channels. Updated reports will reflect major changes or additions to original damage reports. Updated data should appropriately reference previous reports.

B. Release of Reports

Damage reports are public property and the information may be made available to the media or citizens who request them.

C. Records

Logs, records and forms of damage assessment activities to include photographs, map and sketch documentation will be maintained and filed at the LEA.

D. Federal Financial Assistance

Federal assistance may be provided for either a major or pinpoint disaster for the following major category of projects:

1. Restoration or replacement of school facilities.

2. Payment for minor repairs to facilities.

3. Provision of needed temporary school facilities.

4. Payment of increased current operating expenses and replacement of lost revenues.

5. Replacement of instructional and maintenance supplies, equipment and materials.

E. Application Procedure

To be considered for assistance an LEA must file an application with the U.S. Secretary of Education through the Commonwealth Department of Education (SEA). Though Federal assistance to damage or loss to schools in the Commonwealth is to be obtained by submitting necessary information through the State's Department of Education to the U.S. Secretary of Education, damage assessment information must be made available through emergency management channels to substantiate the need for a Presidential Declaration. Hence, LEA cooperation with the emergency management community is mutually beneficial.

6. DEFINITIONS

A. LEA - Local Educational Agency - (Interpreted to mean School District of the Commonwealth).

B. Major Disaster - A disaster the President of the United States determines to be, or may be, of sufficient severity and magnitude, covering an area in which part or all of an LEA is located, to warrant federal disaster assistance.

C. PEMA - Pennsylvania Emergency Management Agency.

D. Pinpoint Disaster - A disaster for which the United States Secretary of Education determines to have destroyed or seriously damaged an LEA's school facilities. The disaster may result from flood, fire, hurricane, earthquake, storm, or from some other catastrophe but may not result from negligence or malicious action.

E. SEA - State Educational Agency - (Interpreted to mean Commonwealth Department of Education).

7. AUTHORITY

A. Public Law 81-815

B. Public Law 81-874

ANNEX R

AGRICULTURE

1. Not required in school district emergency operations plans.

2. Refer to Annex R (Agriculture) of the _____ County Emergency Operations Plan.

3. Telephone number at _____ County Emergency Operations Center is _____.

ANNEX S

EDUCATION SERVICES
MODIFIED OPERATIONS

1. PURPOSE

To prescribe procedures and responsibilities in the event it becomes necessary to adopt modified operations such as delayed school opening, cancellation of classes, early release of students, or delayed release of students.

2. SITUATION

Some examples of the cause of modified operations and appropriate actions follow:

Cause	Action
Winter storm	Delay school opening. Cancellation of classes.
Severe storm	Delay school opening. Delay release of students until the storm has passed.
Severe weather warning, or loss of public utilities	Delay school opening. Early release of students.
Hazardous accident	Delay school opening. Delay release of students until the danger has passed.

3. CONCEPT OF OPERATIONS

See Basic Plan.

4. ORGANIZATION AND RESPONSIBILITIES

A. _____ School District Superintendent

1. In case of a severe weather warning, makes a decision by 6:00 a.m. to delay school opening or cancel classes.

2. Makes a decision, as appropriate, to effect early or delayed release of students.

3. Coordinates public announcements with appropriate radio and TV stations.

4. Notifies school principals and Intermediate Unit # ___.

5. Directs selected staff to report for duty, if necessary.

6. Briefs staff on the situation and actions to be taken.

7. Notifies school principals on actions to be taken.

B. Transportation Manager

Coordinates changes in bus operations.

C. Food Service Director

Coordinate appropriate changes in regards to food delivery and food preparation.

D. School Principals

1. Brief school staff and faculty on the situation and actions to be taken.

2. Supervises modified operations.

5. ADMINISTRATION AND LOGISTICS

Not used.

ANNEXES T, U, Y

These annexes are reserved for topics to be used in the Commonwealth of Pennsylvania EOP only and should not be used in school district EOPs.

NOTES:

Annex T - Aviation: In the event of a disaster/emergency at a school, the air space above the facility may be closed to all but authorized air traffic by PEMA through the Federal Aviation Administration at the request of local, county or state agencies.

Annex U - Military Support: Requests for use of National Guard must be forwarded to PEMA from the county emergency management agency. Consideration for activation by the Governor will be based on full use of local resources, specialized need, duration of the event, magnitude of the event, issuance of Governor's declaration, response time involved, and imminent life saving mission.

Annex Y - Repatriation: Services and organizations structure used in national security or major regional/national disasters.

ANNEX V

SEARCH AND RESCUE

Following an evacuation of a school or a disaster which causes major structural damage or collapse of a school, accountability of the students, teachers, and other school employees becomes the prime concern to search and rescue operations.

Accountability status may change throughout the day. School principals and school districts should establish a system to periodically update the population status as a school. Accountability should include those present, authorized absences, and unauthorized absences. Updates should account for departures and arrivals throughout the day.

In the event of major structural damage or collapse of a school, accountability figures become the basis for search and rescue operations during recovery. The premature use of heavy equipment or demolition equipment in the early phase of search, because of erroneous accountability figures, could result in increased and unnecessary casualties or deaths.

In the event of an evacuation, school principals should use the latest accountability figures and pre-departure headcounts to determine any missing students, teachers, or other school employees. Periodic headcounts should be made during the departure phase, mass care registration phase, and shelter phase of the evacuation. It is likely that at some phase of the evacuation, some students, teachers, or other employees may be picked up by parents or leave without authorization.

If at any time, the accountability differs and no logical reason exist for the absence, then school officials should notify the police services or county/municipal EMC of the need for search and rescue.

ANNEX W

DISASTER ASSISTANCE

Following a declared disaster, the Commonwealth and the Federal Government will establish one or more Disaster Application Centers (DAC), to provide assistance in the application processing for disaster relief to those individuals and families suffering property losses from the disaster.

Schools are often selected as Disaster Application Centers. This selection is ideal because of the feeding capability of schools, sanitation facilities, readily recognizable accessibility to the public, parking availability, and space provided in such structures.

Following a declared disaster, the Commonwealth and the Federal Government will establish one or more Disaster Application Centers, to provide assistance in the application processing for disaster relief to those individuals and families suffering property losses from the disaster.

From these centers Federal, State, and other officials will coordinate and monitor applications for individual and family assistance and provide information and counseling as required.

ANNEX X

ATTACK PREPAREDNESS

1. Not required in school district emergency operations plan.

2. School district resources (Annexes K, L, M, N, O, Q, and W) may be significant assets accounted for in county emergency operations plans. Appropriate coordination should be considered, coordinated and periodically reviewed.

3. Refer to Annex X (Attack Preparedness) of the _____ County Emergency Operations Plan.

4. Telephone number at the _____ County Emergency Operations Center is _____.

ANNEX Z

RECORDS MANAGEMENT

1. School records (student, administrative and financial) should be reviewed (both hard copy and computer tapes) and a designation of those essential for replacement in the event of on-site destruction should be categorized.

2. A back up storage location that is not vulnerable to the same general/area hazards should be used as a duplicate storage facility.

3. Develop a schedule for periodic transfer of updated/on-going records. Designate a person responsible.

4. Identify back up computer systems and emergency power to run computer operations in the event of computer failure and/or power loss.

SAMPLE

ATTACHMENT E

APPENDIX 4

STATEMENT OF AGREEMENT
BETWEEN
THE _____ COUNTY EMERGENCY MANAGEMENT AGENCY
AND
THE _____ CHAPTER OF THE AMERICAN RED CROSS

1. PURPOSE

The purpose of this Statement of Agreement is to provide for cooperation and coordination between _____ County Emergency Management Agency and the _____ Chapter of the American Red Cross in carrying out their assigned responsibilities in the event of natural or man-made disasters or enemy attack.

2. DEFINITION OF DISASTER

..."Any natural catastrophe (including any hurricane, tornado, storm, high water, winddriven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, or drought), or, regardless of cause, any fire, flood, or explosion ..."

3. AUTHORITY

A. The Commonwealth of Pennsylvania and American National Red Cross

The Statement of Agreement between the Commonwealth of Pennsylvania and the American National Red Cross was signed by the Governor and the American Red Cross Vice President/General Manager for the Eastern Operations Headquarters on July 21, 1987. The Agreement encourages the County Emergency Management Agency and the local American Red Cross Chapters to establish similar agreements.

B. _____ Chapter of the American Red Cross

The American Red Cross (ARC) through its _____ Chapter is an instrumentality of the United States Government, with a Congressional Charter, codified at 36 U.S.C., Section 1 et. seq., and the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. Section 5121 et seq.), as amended.

C. County of _____

The _____ County Emergency Management Agency (County EMA) was established in accordance with Section 7501 of the Pennsylvania Emergency Management Services Code (35 PA C.S. Section 7101 et seq.), as amended. The County Emergency Management Agency has been designated as the Agency responsible for management of county emergency management operations.

IV. RESPONSIBILITIES - County Emergency Management Agency

A. _____ County EMA will devote its primary efforts to: the countywide dissemination of warnings, human rescue, emergency medical care, evacuation, and other property protection measures. The _____ County EMA will, as necessary and practical, provide initial emergency care and other vital assistance immediately required by people in need.

B. The _____ County EMA Coordinator will represent the county as a full member of the _____ ARC Chapter's disaster committee and will coordinate emergency response activities in an interdependent manner.

C. _____ County EMA will act as the county's coordinating agency for mass care activities as follows:

1. Selection of and planning for the utilization of mass care centers.

2. Planning and coordination with the ARC to include obtaining written agreements with the ARC and School Boards or owners/directors of other facilities to be used as mass care centers.

3. Notifying the ARC of the occurrence of a disaster emergency and determining the time, number, and type of facilities to be opened based upon the size of the disaster emergency. Advising the ARC when its support is no longer required.

4. The County EMA will keep the ARC informed regarding available training opportunities and, in cases where both parties offer similar training, attempt to consolidate the training into one program.

5. Reporting Red Cross unmet needs to the appropriate PEMA Area Office.

V. RESPONSIBILITIES - Chapter of The American Red Cross

A. The ARC will respond to those disasters as defined in Paragraph II.

B. The _____ ARC and the _____ County EMA agree to coordinate their emergency response activities in an interdependent manner.

C. For those disasters that require the activation of a _____ County Emergency Operations Center, the ARC will provide an experienced representative to represent the ARC at the County EOC.

D. The ARC will coordinate the disaster relief efforts of other voluntary agencies with which it has written agreements for mutual cooperation in times of disaster.

E. The ARC will pre-plan the staffing of facilities needed for mass care centers.

F. The ARC will select key staff members for each mass care center and train them in advance to function effectively on a 24-hour basis during emergencies. Those pre-selected staff members should include: Center Managers and Assistants, Nursing Staff, Family Service Counselors, Food Service Personnel, Storekeepers, and Maintenance Staff.

G. The _____ ARC Chapter is responsible for recruiting and training volunteers to fulfill its functions throughout the jurisdiction of the Chapter. The ARC will keep the County EMA informed regarding available training opportunities and, where training programs are similar, attempt to consolidate the training into a single program.

H. When the _____ County EMA decides it is necessary to open one or more mass care centers, the ARC is responsible for notifying the predesignated Mass Care Center Managers.

I. Since the ARC requires early notification in order to be able to respond adequately to disasters, the _____ Chapter will provide the _____ County EMA with a list of three key personnel and their phone numbers for alert/notification purposes.

J. The ARC will participate with the _____ County and Municipal EMAs in obtaining written agreements with School Boards or the owners/operators of facilities to be used as mass care centers.

K. The ARC will report its unmet needs at the mass care centers to the _____ County EMA.

VI. PLANNING AND IMPLEMENTATION

A. Cooperative arrangements for planning, exchanging information, and continuing liaison regarding preparedness and disaster operations will be developed and maintained by the _____ County EMA and the _____ ARC Chapter.

B. All disaster planning will take into account the cooperative and mutually supporting nature of two parties.

IN WITNESS THEREOF, the parties hereto have executed this Statement of Agreement on the dates set forth below.

COUNTY OF _____

By: _____

_____ County Emergency Management Coordinator

Date: _____

_____ Chapter of the American Red Cross

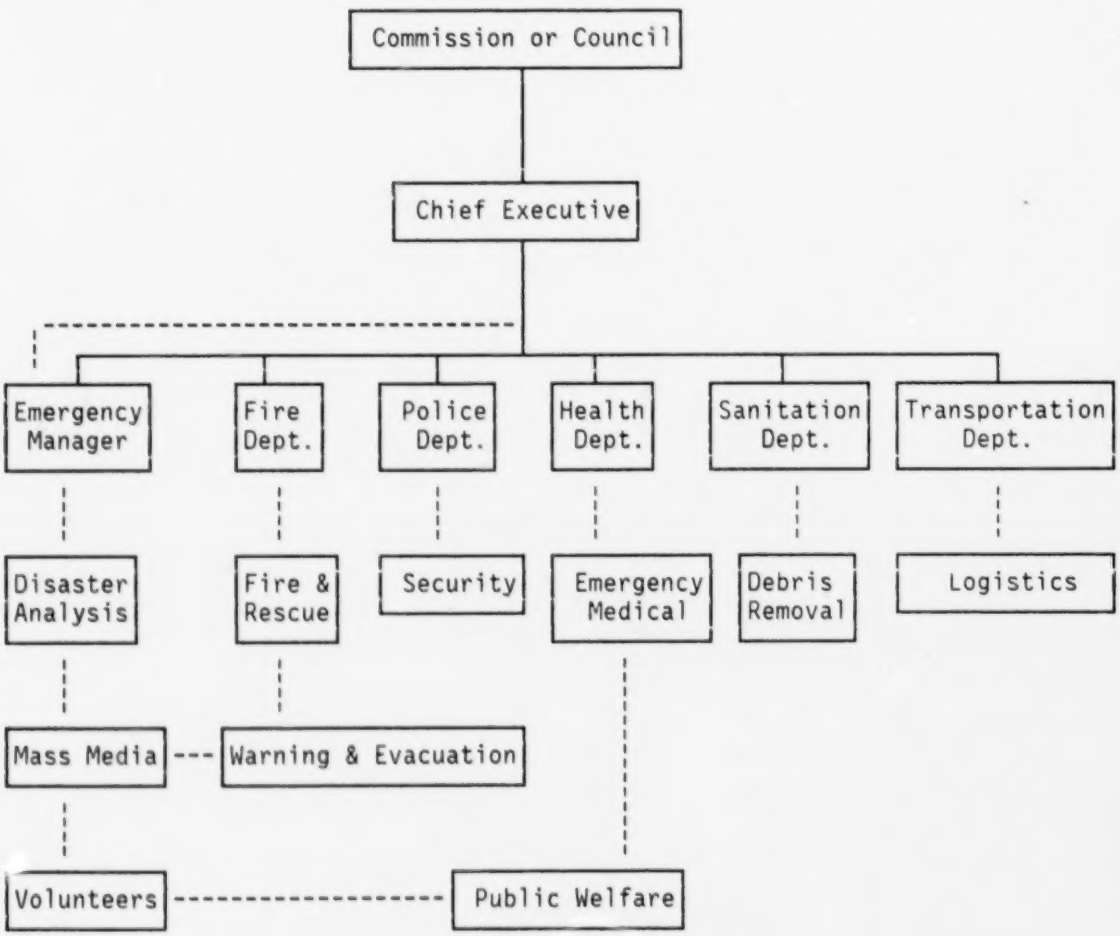
By: _____

Title: _____

Date: _____

APPENDIX 5

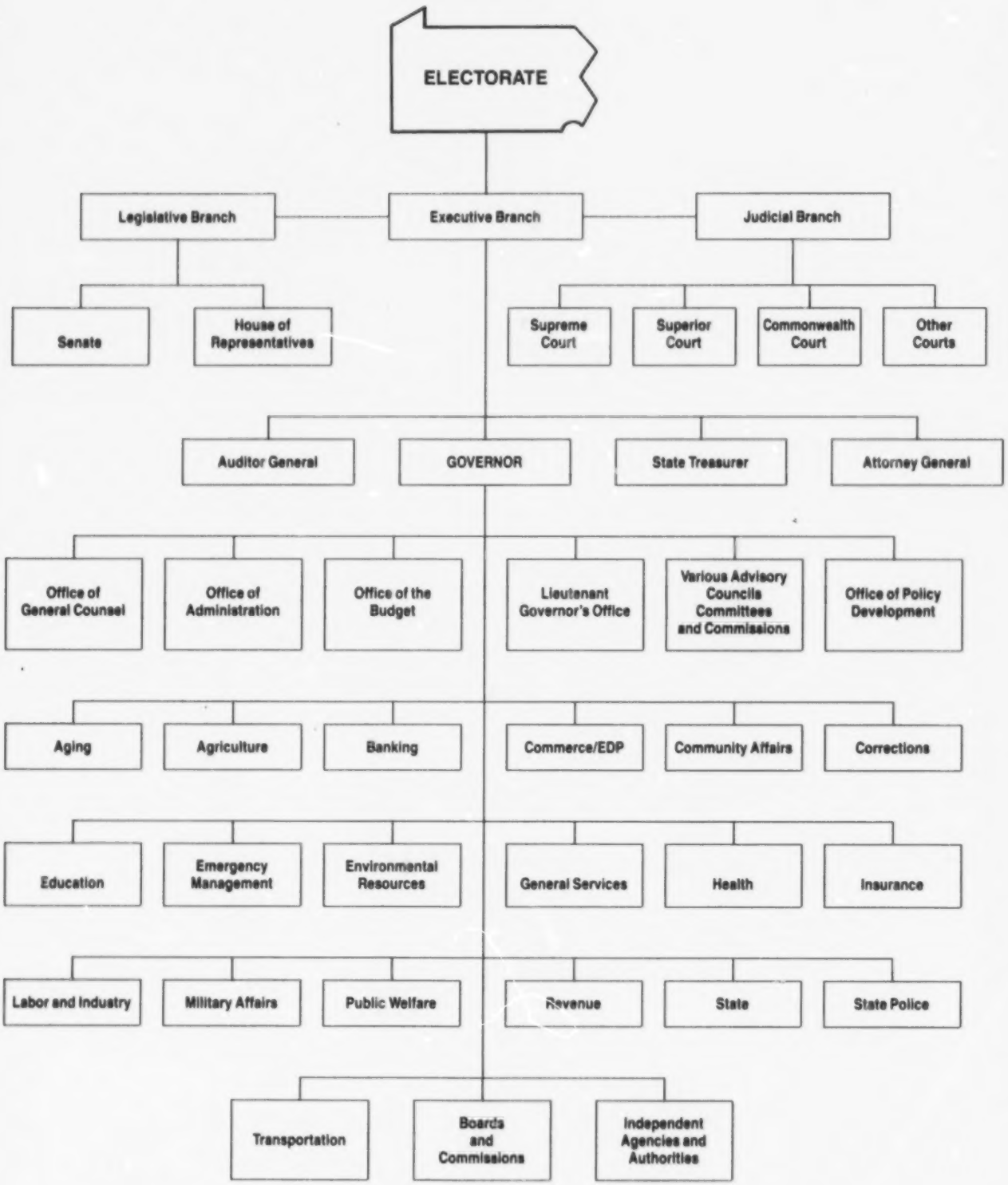
COUNTY AND LOCAL ORGANIZATION AND OFFICIALS CHART



Organization
___ Regular
--- Emergency

COMMONWEALTH OF PENNSYLVANIA

GOVERNMENT ORGANIZATION CHART



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